

Strategic Plan

January 2007

State Board of Education
Department of Elementary and Secondary Education

"Making a positive difference through education and service"

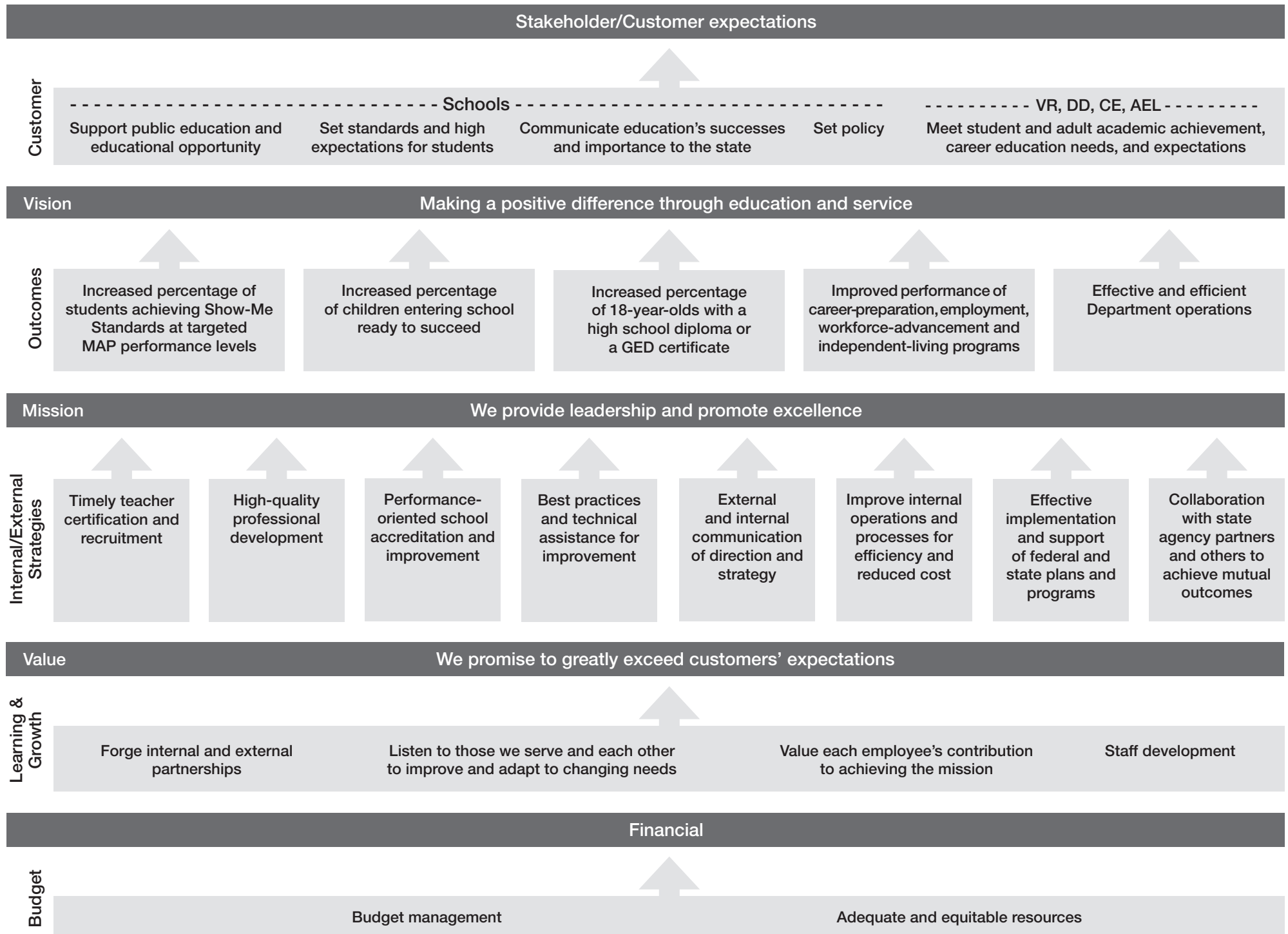


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Missouri Department of Elementary and Secondary Education Strategy Map



DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

2007 Strategic Plan-on-a-Page

OUTCOME I

Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

OBJECTIVE 1: Reduce the percentage of students scoring in Basic and Below Basic achievement levels on MAP by 5 percent each year through 2009

OBJECTIVE 2: Decrease the gap in achievement scores between racial/ethnic-minority students and non-minority students by 5 percent each year through 2009

OBJECTIVE 3: By 2009, the percentage of students that score at or above the proficient level on the 3rd Grade Reading/Communication Arts component of the MAP will increase from 31.6 percent to 60 percent

OBJECTIVE 4: Increase to 98 percent by 2009 the number of Missouri public school classes taught by teachers with appropriate grade and subject certification

Key Strategies:

- Promote and sustain a system of high quality professional development for Missouri educators centered on research based best practices and model programs.
- Identify model programs and practices in high-performing schools with significant numbers of minority students.
- Hold schools accountable for achievement of minority students through MSIP.

OUTCOME II

Increased percentage of children entering school ready to succeed

OBJECTIVE 1: By 2009, increase from 48 to 60 percent the number of families with pre-kindergarten children who participate in parent education and related support services

OBJECTIVE 2: Maintain the percent of children, ages three to five, receiving DESE-supported quality care and education at 12 percent through 2009

OBJECTIVE 3: Increase from 84 percent to 88 percent by 2009 the number of public school kindergartners attending full-day programs.

Key Strategies:

- Promote expansion of developmental screening services.
- Inform school leaders about the importance of increasing participation in parent education and support systems, particularly among high need families.
- Encourage districts to use existing and new resources to expand preschool opportunities.
- Support research-based curriculum and nationally recognized programs for providers of preschool care and education.
- Inform school personnel and parents about the benefits of full-day kindergarten.

OUTCOME III

Increased percentage of 18-year-olds with a high school diploma or GED (General Educational Development certificate)

OBJECTIVE 1: Decrease the state's annual dropout rate to 3 percent by 2009

OBJECTIVE 2: Increase to 96 percent by 2008 the number of high school graduates entering postsecondary education, employment or the military

Key Strategies:

- Promote programs such as the GED Option and A+ Schools which encourage students to stay in school and obtain their high school diplomas.
- Evaluate districts' efforts to reduce the dropout rate through MSIP.
- Continue to collaborate with other state agencies, business and industry to establish a comprehensive system of workforce education and preparation.
- Work with districts to fully implement the Missouri Comprehensive Guidance Program.
- Coordinate and provide electronic linkages to Missouri Career Centers.
- Support strategies for youth with disabilities that promote parent involvement, improvements in Individualized Education Program (IEP) development, and linkages with the business community.

OUTCOME IV

Improved performance of career preparation, employment, workforce advancement, and independent living programs

OBJECTIVE 1: Meet or exceed aggregate federal performance standards by 5% or more each year

OBJECTIVE 2: Strive to obtain and maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services at 72% through FY2009

OBJECTIVE 3: Maintain a decision accuracy rate of 97 percent or better and a turn-around time of 93 days or less in processing Social Security Disability claims

OBJECTIVE 4: Meet or exceed aggregate federal performance standards by 5% or more each year for secondary and postsecondary Career Education

OBJECTIVE 5: Increase the number of persons with significant disabilities who receive Independent Living Services by 14 percent, from 14,893 in FY2005 to 17,000 by FY2009

Key Strategies:

- Establish cooperative agreements linking education, career preparation, and transition to employment services for all youth and adults, including those with disabilities.
- Collaborate with the Missouri Departments of Social Services, Health and Senior Services, and Mental Health to provide meaningful choices and quality services to consumers, thus realizing the cost effectiveness of resource sharing.

OUTCOME V

Effective and efficient Department operations

OBJECTIVE 1: Decrease printing costs while improving publication quality

OBJECTIVE 2: Decrease mailing costs

OBJECTIVE 3: Decrease the number of safety violations in Department buildings

OBJECTIVE 4: Increase the number of managers who are compliant with the state management training rule

OBJECTIVE 5: Improve service and enhance communication through a culturally diverse and knowledgeable workforce

OBJECTIVE 6: Increase the percentages of minority and female Department employees earning over \$40,000

OBJECTIVE 7: Increase the Department's purchases from certified minority- and female-owned businesses, as prescribed by the Governor's Executive Order 05-30

OBJECTIVE 8: Create an information portal to education data for decision making.

OBJECTIVE 9: Develop and implement a student information system

Key Strategies:

- Emphasize policies and procedures to ensure that staff members use the most cost-effective printing methods and procedures.
- The Department will increase the use of the DESE website by encouraging staff through existing policies and procedures to place relevant information on the website.

Missouri Department of Elementary and Secondary Education Strategic Plan

Executive Summary

Vision Statement: “Making a positive difference through education and service”

The Department of Elementary and Secondary Education is a team of dedicated individuals working for the continuous improvement of education and services for all citizens. We believe that we can make a positive difference in the quality of life for all Missourians by providing exceptional service to students, educators, schools and citizens.

Mission Statement: We provide leadership and promote excellence.

As members of the Department, we:

- champion high-quality public education.
- advocate equity for every learner.
- develop school leaders and other educational team members.
- establish standards that demand excellence and build a solid foundation for lifelong learning, workplace skills and citizenship.
- evaluate program and policy effectiveness.
- share best practices.
- execute programs with the lowest amount of administrative burden and cost.
- assist people with disabilities by providing individualized support and services.
- create a caring workplace that fosters teamwork and personal and professional growth.

Value Statement: We promise to greatly exceed customers’ expectations.

In order to surpass what is expected of us, we:

- listen to those we serve in order to improve our operations and adapt to changing needs.
- forge partnerships to improve our services.
- value each employee’s contribution to achieving the mission.

Key Outcomes, Objectives and Programs

I. Key Outcome: Increased percentage of students achieving the Show-Me Standards at targeted performance levels in the Missouri Assessment Program

Key Objectives

1. Reduce the percentages of students scoring at the Basic and Below Basic achievement levels on the MAP by 5 percent each year through 2009
2. Decrease the gap in achievement scores between racial- and ethnic-minority students and non-minority students by 5 percent each year through 2009 while increasing the performance of all students
3. Increase the percentage of students who score at or above the Proficient level on the third-grade reading/communication arts component of the MAP from 31.6 percent to 60 percent by 2009
4. Increase to 98 percent by 2009 the number of Missouri public school classes taught by teachers with the appropriate grade and subject certification

Key Programs: Missouri School Improvement Program, Priority Schools, Regional Professional Development Centers, SuccessLink, Accelerated Schools, Summer School programs, Project Construct, Practical Parenting Partnerships, Reading First grants, Title I, Missouri Mathematics Academy, Temporary Authorization Certificate, Alternative Teacher Preparation Program, Special Education and Counselor Tuition Reimbursement, Career Ladder, JOBS Web site, National Board Certification support, Missouri Student Information System, Close the Gap

II. Key Outcome: Increased percentage of children entering school ready to succeed

Key Objectives

1. Increase from 48 to 60 percent by 2009 the number of families that have pre-kindergarten children and participate in parent education and related support services
2. Maintain the percent of children ages 3 to 5 receiving DESE-supported quality care and education services at 12 percent through 2009
3. Increase from 84 percent in 2003 to 88 percent by 2009 the number of public school kindergarteners attending full-day programs

Key Programs: Parents as Teachers, First Steps, Missouri Preschool Program, Title I preschools, Early Childhood Special Education services, Foundation Program supporting full-day kindergarten, Missouri Student Information System

III. Key Outcome: Increased percentage of 18-year-olds with a high school diploma or a General Educational Development (GED) certificate

Key Objectives

1. Decrease the state's annual dropout rate to 3 percent by 2009
2. Increase to 96 percent by 2008 the number of high school graduates entering postsecondary education, employment or the military

Key Programs: A+ Schools, Foundation Formula, Alternative Education centers, Vocational Rehabilitation Transition from School to Work program, Reading First grants, Title I, High Schools That Work, Comprehensive Guidance Program, secondary career education programs, Missouri Option, Missouri Student Information System

IV. Key Outcome: Improved performance of career-preparation, employment, workforce-advancement and independent-living programs

Key Objectives

1. Meet or exceed the aggregate federal AEL performance standards by 5 percent or more each year
2. Obtain and maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services at 72 percent through FY2009
3. Maintain a decision-accuracy rate of 97 percent or better and a turnaround time of 93 days or less in processing Social Security disability claims
4. Meet federal performance standards by 5 percent or more each year for secondary and postsecondary career education
5. Increase the number of people with significant disabilities who receive Independent Living services by 14 percent, from 14,893 in FY2005 to 17,000 by FY2009

Key Programs: Adult Education and Literacy, GED Online, family literacy with ESL focus, Vocational Rehabilitation, Social Security Disability Determination Services, Independent Living services, postsecondary career education programs, secondary career education programs, Vocational-Technical Education Enhancement Grants, High Schools That Work, Missouri School Improvement Program, Transition from School to Work program, Community Rehabilitation Programs, Sheltered Workshops, Supported Employment Program, Missouri Student Information System

V. Key Outcome: Effective and efficient Department operations

Key Objectives

1. Decrease printing costs while improving publication quality
2. Decrease mailing costs
3. Decrease the number of safety violations in Department buildings
4. Increase the number of managers who are compliant with the state management-training rule

5. Improve service and enhance communication through a culturally diverse and knowledgeable workforce
6. Increase the percentages of minority and female Department employees earning more than \$40,000
7. Increase the Department's purchases from certified minority- and female-owned businesses, as prescribed by the Governor's Executive Order 05-30
8. Create an information portal to education data for decision making
9. Develop and implement a student information system

Key Programs: DESE University, State Education Center, Workers' Compensation, Minority and Women Owned Business Enterprises, Missouri Student Information System

Participants in the 2007 Planning Process

Strategic Planning Teams

OUTCOME I: Student Achievement and Teacher Quality

Jocelyn Strand, co-leader	Robin Coffman	Dawn Maddox
Ginny Vandelight, co-leader	Carolyn Deffenbaugh	Michael Muenks
Jay Acock	Janet Duncan	Craig Rector
David Adams	Larry Flakne	Randy Rook
Ellen Balkenbush	Bill Gerling	Rusty Rosenkoetter
Dee Beck	Linda Hays	Thea Scott
Gretchen Berhorst	Sheila Hirsch	David Welch
Susan Borgmeyer	Cindy Hollis	Jeri Zimmerman
Walt Brown	Becky Kemna	Stan Johnson, leadership liaison

OUTCOME II: School Readiness

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Don Eisinger	Bert Schulte	

OUTCOME III: School Completion

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Shawn Brice	Kyle Heislen	Nancy Headrick, leadership liaison
Janet Duncan	Bill Poteet	

OUTCOME IV: Workforce Readiness

Dennis Harden, co-leader	Bill Poteet
Steve Coffman, co-leader	Lisa Sone
Don Eisinger	Don Walker
Tim Gaines	Larry Young
Ron Jewell	Nancy Headrick, leadership liaison
Jeanne Loyd	

OUTCOME V: Department Management

Cheri Swales, co-leader	Julie Lewis
Gary Sanders, co-leader	Jim Morris
Wanda Allen	Kristen Morrow
Margaret Bieri	Jocelyn Strand
Alice Gaines	Mark Van Zandt
Leigh Ann Grant-Engle	Shelley Witherbee
Dana Keilholz	Sandy Withers
Alice Kirsch	Jeri Zimmerman
Michelle Knowles	Gerri Ogle, Andrea Beck and Shari LePage, leadership liaisons

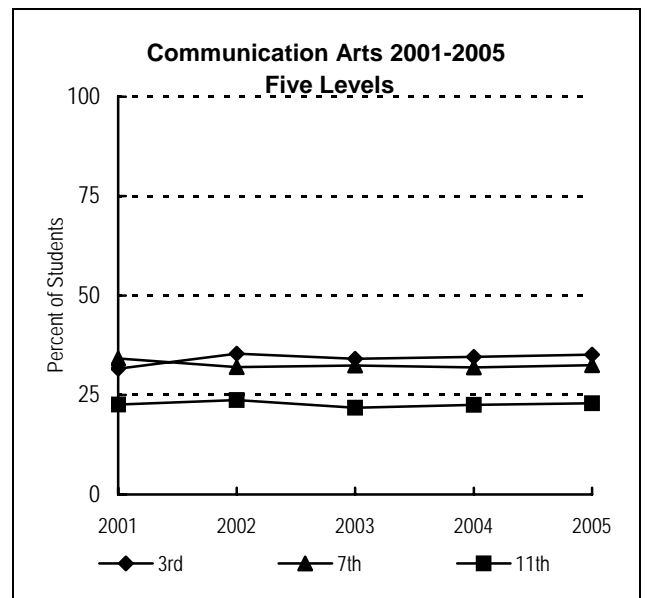
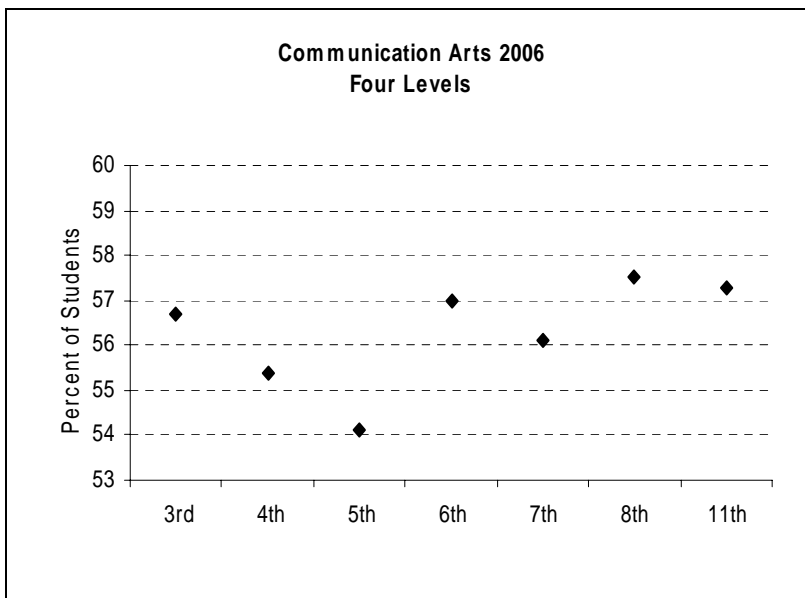
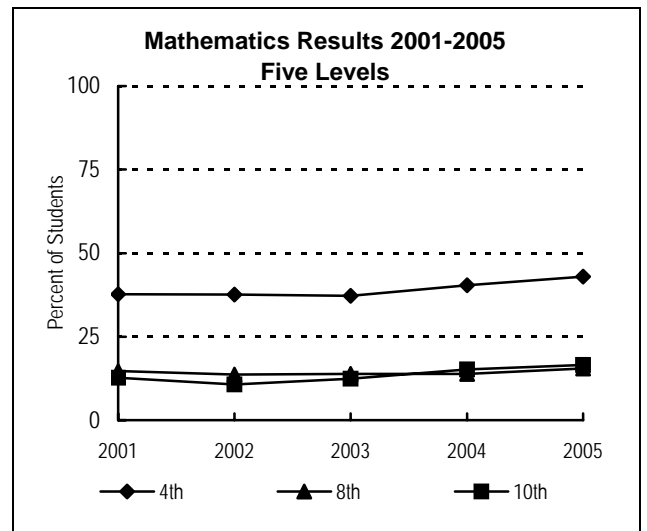
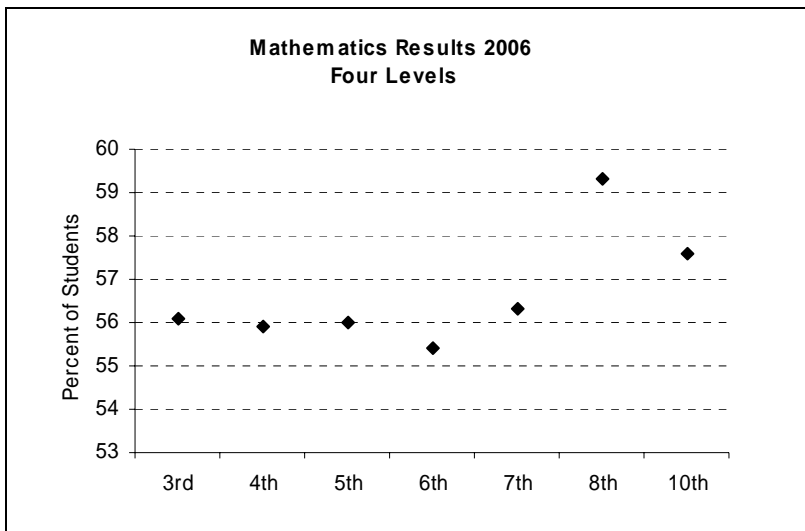
I. KEY OUTCOME

Increased percentage of students achieving
the Show-Me Standards at targeted performance levels
in the Missouri Assessment Program

What's the trend?

The overall goal for Missouri since the inception of the Missouri Assessment Program (MAP) has been for all students to score at the “proficient” and “advanced” levels; the top two levels on the MAP. For 2006 the MAP was both revised and expanded. As a result, the number of achievement levels used on the test was changed from five levels to four levels to better align with the National Assessment of Educational Progress (NAEP) and additional grade level assessments were added to meet the requirements of federal law (No Child Left Behind). With the changes in academic levels from five to four levels in 2006 there is no comparison possible with prior year results.

Percentages of students scoring at the top two levels (Proficient and Advanced) on the MAP



Percent of students scoring at the top two levels (Proficient and Advanced) on the MAP

Four Levels			Five Levels					
MATHEMATICS								
	2006		2001	2002	2003	2004	2005	2006
Grade 3	44.0%							
Grade 4	44.1%		37.7%	37.6%	37.2%	40.4%	43.0%	
Grade 5	44.0%							
Grade 6	44.6%							
Grade 7	43.8%							
Grade 8	40.7%		14.7%	13.7%	13.9%	13.9%	15.5%	
Grade 10	42.4%		12.7%	10.7%	12.4%	15.2%	16.6%	
COMMUNICATION ARTS								
Grade 3	43.3%		31.6%	35.4%	34.1%	34.6%	35.1%	
Grade 4	44.7%							
Grade 5	46.0%							
Grade 6	43.0%							
Grade 7	43.9%		34.2%	32.0%	32.4%	31.9%	32.5%	
Grade 8	42.5%							
Grade 11	42.7%		22.6%	23.7%	21.8%	22.5%	22.9%	
SCIENCE*								
Grade 3			45.6%	47.7%	47.8%	51.2%	53.4%	47.0%
Grade 7			13.6%	14.2%	15.0%	16.3%	17.8%	16.2%
Grade 10			8.7%	5.2%	6.3%	6.9%	7.6%	7.3%

** Note: District participation in the MAP Science test continued to be voluntary in 2006. Student performance continued to be measured on the five-step scale.*

Source: MAP, October 2006

About the measure: The MAP assesses attainment of the Show-Me Standards at the elementary, middle school and high school levels. All districts have participated in the mandatory administration of the math assessments since 1998 and the communication arts assessments since 1999. In most grades, 97 to 99 percent of students took the 2005 MAP exams, including many students with disabilities who have IEPs (Individualized Education Programs). (The MAP-Alternate (MAP-A), a portfolio-based assessment, has been developed for students whose disabilities are so severe that they are not able to participate in regular MAP testing. The MAP-A evaluates students' progress toward their IEP goals and the related Show-Me Standards.) The math, communication arts, science and social studies MAP assessments consist of three types of items: 1) multiple-choice, machine-scored items, including questions from the nationally normed TerraNova test; 2) constructed-response items, which require students to supply rather than select answers; and 3) performance events, which require students to demonstrate what they know and to work through more complicated problems or issues. A student's score on the MAP is based on the combined results of the three types of items. Student performance on the MAP for 2001 to 2005 is reported on a five-step scale: Step 1 (lowest), Progressing, Nearing Proficiency, Proficient and Advanced. Student performance for 2006 is reported on a four-step scale: Advance (highest level), Proficient, Basic and Below Basic (Lowest Level). The state's goal is for students to score at the Proficient level or above in every subject and in every grade. Increases in the percentages of students at the top two levels, as well as decreases in the lowest two levels, are monitored and considered in the Missouri School Improvement Program (MSIP) accreditation process.

Why is this outcome important?

The MAP was developed to evaluate students' progress toward the Show-Me Standards, 73 rigorous academic principles that define the "knowledge, skills and competencies" that Missouri students should obtain before graduating from high school. The Outstanding Schools Act, passed by the Missouri General Assembly in 1993, required the development of a standards and assessment program. The State Board of Education adopted the Show-Me Standards in January 1996. The MAP tests assess learning in four subject areas (mathematics, communication arts, science and social studies). The MAP is designed to examine not only what students know but also how well

they can apply their knowledge. Local districts are held accountable through the Missouri School Improvement Program (MSIP) for students' performance on the MAP assessments.

The ability to meet federal No Child Left Behind (NCLB) requirements is directly affected by student achievement on the MAP. To reach the goal of all children being proficient (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. Based on criteria included in NCLB, the Department of Elementary and Secondary Education (DESE) has established specific annual targets for Adequate Yearly Progress (AYP) in communication arts and math.

In 2006, the AYP goal for all schools in communication arts was 34.7 percent of all students being proficient. The AYP goal in math was 26.6 percent of all students being proficient. These same goals apply to all subgroups of students. Missouri's starting points for determining annual AYP targets are based on the 2002 MAP scores and the overall student proficiency rate in the school at the 20th percentile of total public school enrollment.

NCLB provides for a number of consequences for schools and districts that repeatedly fail to achieve AYP. (These penalties do not apply to non-Title I schools.) Any school that fails to achieve AYP for two consecutive years will be identified by the state as needing improvement. Initially, a school that does not make AYP for two consecutive years must offer students the opportunity to transfer to another school (if available) within the district. After the third year, schools must offer supplemental services such as tutoring for students. Schools that do not show adequate progress after five years might be forced to take tough corrective action, which could include replacing school personnel or extending the school year.

How does Missouri compare to other states and the nation on this measure?

NAEP Results

The MAP is not given to students in other states. Even so, samples of students from every state take the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, and samples of students from many states take other NAEP subject-area tests. In general, Missouri students tend to score at the same level or slightly higher on NAEP reading and science assessments and at the same level or slightly lower on the mathematics and writing assessments than students from the nation as a whole. The percentages of Missouri students scoring at the top two NAEP achievement levels (Proficient and Advanced) for grade 4 and grade 8 are very similar. Longitudinal data show increases in the percentages of Missouri students scoring at the Proficient and Advanced levels between the initial and most recent assessment in all subject-area assessments.

**Percent of students scoring proficient or above on
NAEP– Missouri compared to national data**

	1998		2000		2002		2003		2005	
	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat
Mathematics										
Grade 4			23%	22%			30%	31%	31%	35%
Grade 8			21%	25%			28%	27%	26%	28%
Reading										
Grade 4	28%	28%			32%	30%	34%	30%	33%	30%
Grade 8	28%	30%			33%	31%	34%	30%	31%	29%
Writing										
Grade 4					22%	27%				
Grade 8	17%	24%			27%	30%				
Science										
Grade 4			34%	26%					36%	27%
Grade 8			33%	29%					33%	27%

Source: National Center for Education Statistics Data Tool

About the measure: The NAEP assesses what students know and are able to do in various content areas. All NAEP state results in reading, mathematics, science and writing prior to 2003 were based on voluntary administration of the assessments. The 2003 NAEP state results in reading and mathematics reflect mandated administration of the assessments brought about by NCLB legislation. A random sampling process is used to select schools/students to participate in each NAEP assessment. During the initial years of state NAEP, accommodations were not allowed. Accommodations have been allowed on all assessments after 2002. The assessments consist of three types of items: 1) multiple-choice, machine-scored items; 2) short, constructed-response items that require students to supply rather than select short answers; and 3) extended constructed-response questions, which require students to solve multistep problems and explain/support their responses. A student's score on the NAEP is based on the combined results of the three types of items. Student performance on the NAEP is reported on a three-step scale: Basic (lowest), Proficient and Advanced. Scores below the cut score for the Basic level fall into the Below Basic range. The nation's goal is for students to score at the Proficient level or above in every subject and every grade.

When NAEP and 2001-2005 MAP data are compared for the same cohorts of students, the respective percentages of Missouri students earning scores of Proficient and Advanced on the NAEP grade 4 and grade 8 reading tests are very similar to the respective percentages of students scoring at the same levels on the MAP grade 3 and grade 7 reading tests. When cohort data for the NAEP and MAP mathematics assessments are compared, the NAEP grade 4 Proficient and Advanced rates are lower than the grade 4 MAP rates, and the grade 8 NAEP Proficient and Advanced rates are higher than the grade 8 MAP rates.

TerraNova Results

The MAP math, science, communication arts and social studies assessments all include a set of items taken from a nationally normed, multiple-choice test called the TerraNova. Its results show how Missouri students perform when compared with other students nationwide. For 2006 the TerraNova was re-normed. Therefore, comparisons between 2006 results and previous TerraNova results are not possible.

Missouri student performance on the TerraNova section of the MAP (median national percentiles)

	2006*	2001	2002	2003	2004	2005
MATHEMATICS						
Grade 3	65					
Grade 4	65	62	62	62	64	64
Grade 5	64					
Grade 6	60					
Grade 7	54					
Grade 8	62	60	60	65	65	64
Grade 10	68	70	70	74	75	75
COMMUNICATION ARTS						
Grade 3	60	61	62	62	63	62
Grade 4	63					
Grade 5	66					
Grade 6	60					
Grade 7	58	59	59	62	62	62
Grade 8	63					
Grade 11	68	63	63	62	62	62
SCIENCE						
Grade 3	62	70	73	64	65	63
Grade 7	53	60	60	56	53	53
Grade 10	62	66	65	64	63	63

* The TerraNova was re-normed in 2006, therefore comparisons with prior year results are not possible.

Source: MAP, October 2006

I. KEY OUTCOME: Students achieving at targeted performance levels (Continued)

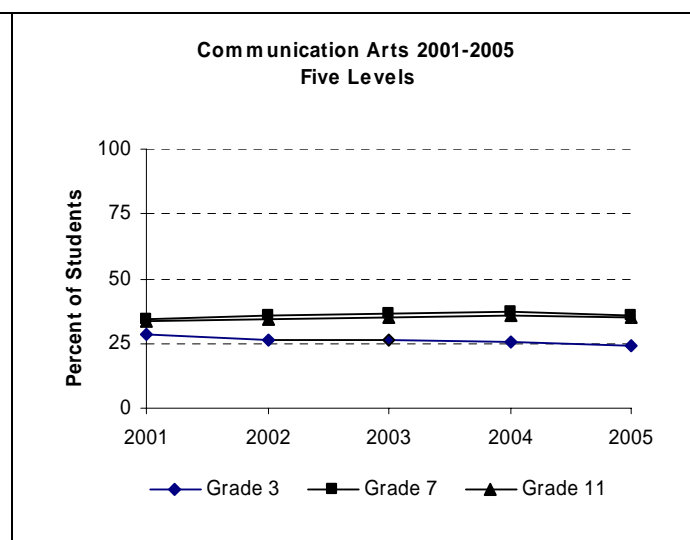
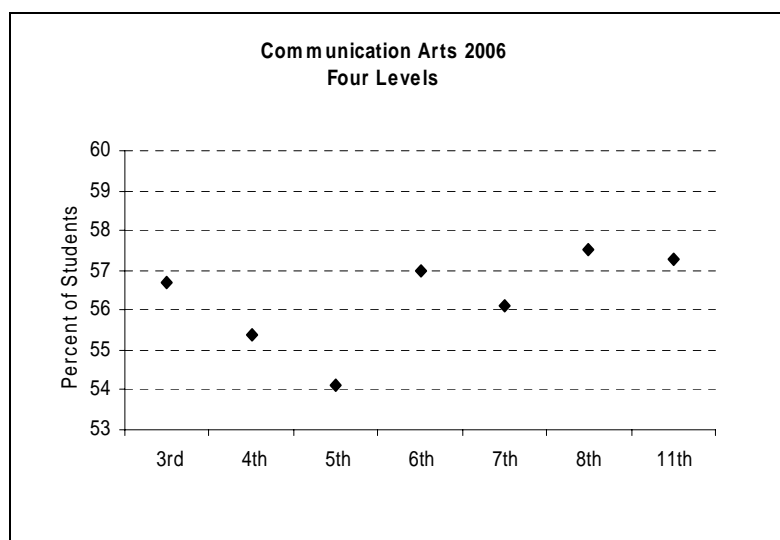
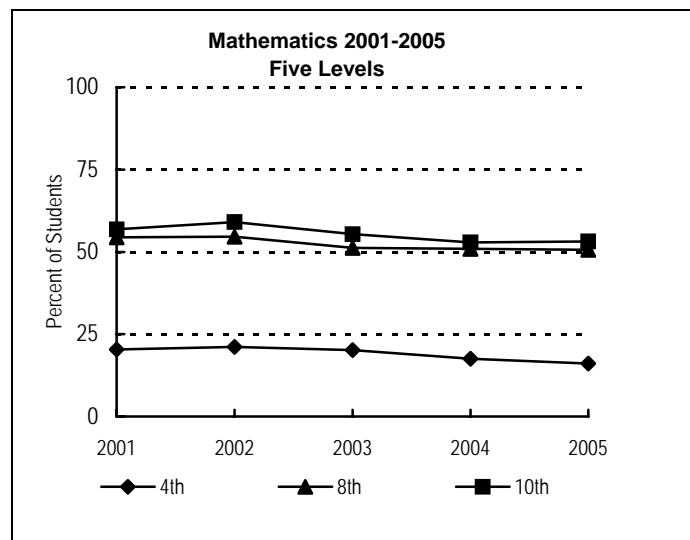
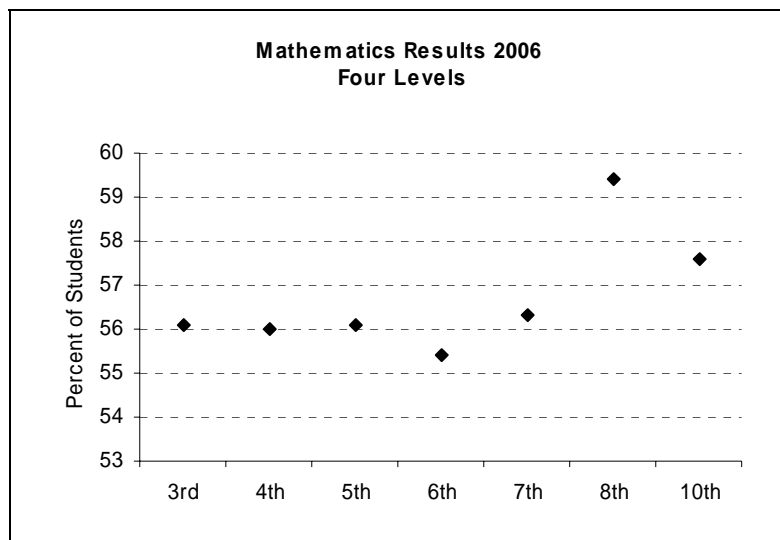
KEY OBJECTIVE 1

Reduce the percentages of students scoring at the Basic and Below Basic achievement levels on the MAP by 5 percent each year through 2009

What's the trend?

Because student achievement levels were changed from five levels to four levels in 2006 to better align the test with National Assessment of Educational Progress (NAEP) it is not possible to make a comparison of 2006 results to those of prior years. From 2001 to 2005 trend data across the four core subject-area assessments shows that the percentages of students scoring at the bottom two achievement levels, Step 1 and Progressing, are decreasing for most assessments at a slow but steady rate from year to year. There are substantial decreases across time on most but not all assessments in the percentages of students scoring at this lower range.

Percentages of students scoring in the bottom two levels on the MAP



Percentages of students scoring in the bottom two levels on the MAP

Four Levels			Five Levels					
MATHEMATICS								
	2006		2001	2002	2003	2004	2005	2006
Grade 3	56.1%							
Grade 4	56.0%		20.4%	21.1%	20.3%	17.6%	16.1%	
Grade 5	56.1%							
Grade 6	55.4%							
Grade 7	56.3%							
Grade 8	59.4%		54.4%	54.6%	51.2%	50.9%	50.6%	
Grade 10	57.6%		56.8%	59.0%	55.4%	52.9%	53.2%	
COMMUNICATION ARTS								
Grade 3	56.7%		28.6%	26.3%	26.4%	25.6%	24.3%	
Grade 4	55.4%							
Grade 5	54.1%							
Grade 6	57.0%							
Grade 7	56.1%		34.5%	35.5%	36.3%	37.1%	35.8%	
Grade 8	57.5%							
Grade 11	57.3%		33.8%	34.6%	35.4%	35.6%	35.4%	
Science								
Grade 3			17.1%	15.5%	14.5%	12.4%	11.8%	16.1%
Grade 7			60.7%	59.2%	59.7%	59.9%	57.9%	61.8%
Grade 10			51.1%	55.8%	55.1%	54.2%	52.6%	54.0%

** Note: District participation in the MAP Science test continued to be voluntary in 2006. Student performance continued to be measured on the five-step scale.*

Source: MAP, October 2006

About the measure: Student performance on the MAP for 2001 to 2005 is reported on a five-step scale: Step 1 (lowest), Progressing, Nearing Proficiency, Proficient and Advanced. Student performance for 2006 is reported on a four-step scale: Advance (highest level), Proficient, Basic and Below Basic (Lowest Level). The state's goal is for students to score at the Proficient level or above in every subject and in every grade. Increases in the percentages of students at the top two levels, as well as decreases in the lowest two levels, are monitored and considered in the Missouri School Improvement Program (MSIP) accreditation process.

With the re-alignment of MAP levels more students scored at the proficient and advanced levels in 2006. Additional administration of the test will be needed in coming years to analyze and determine student, district and state progress based on the new levels.

Why is this objective important?

To reach the overall outcome, districts must move students out of the bottom two MAP achievement levels and into the top two levels. Failure to address this objective would have serious repercussions for the economic health of the state as well as the viability of families and communities. Students who leave the public school system without the knowledge and skills needed to continue their education, earn a living and participate in democratic life will become users of our social capital rather than contributors. If our schools fail to move low-performing students to higher achievement levels, Missouri should expect increases in poverty, crime, drug abuse and child neglect. The state should also be prepared for business and industry to look elsewhere for a skilled workforce, which would leave many Missourians unable to support their families or sustain their communities. How does Missouri compare to other states and the nation on this measure?

The MAP is not given to students in other states, but samples of students from most other states take the NAEP. NAEP scores are reported in terms of the percentages of students attaining three achievement levels: Basic, Proficient and Advanced. Scores below the cut score for the Basic level fall into the Below Basic range.

Percentages of students scoring in the Below Basic range on NAEP—Missouri compared to national data

	1992 ⁿ		1994 ⁿ		1996 ⁿ		1998		2000		2002		2003		2005	
	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat	MO	Nat
MATHEMATICS																
Grade 4	38%	43%			34%	38%			29%	36%			21%	24%	21%	21%
Grade 8	38%	44%			36%	39%			36%	38%			29%	33%	32%	32%
READING																
Grade 4	33%	40%	38%	41%			39%	42%			34%	38%	32%	38%	33%	38%
Grade 8							25%	29%			18%	26%	21%	28%	24%	29%
WRITING																
Grade 4													14%	15%		
Grade 8							20%	17%					14%	16%		
SCIENCE																
Grade 4									24%	39%						
Grade 8					36%	40%			34%	43%						

Source: National Center for Education Statistics Data Tool

Note: Accommodations were not allowed on the assessment in 1992, 1994 and 1996, as indicated by ⁿ

About the measure: Student performance on the NAEP is reported on a three-step scale: Basic (lowest), Proficient and Advanced. Scores below the cut score for the Basic level fall into the Below Basic range. The nation's goal is for students to score at the Proficient level or above in every subject and in every grade. Prior to 2002, at least 70 percent of the originally sampled schools needed to participate for state NAEP results to be recognized. Beginning in 2002, an 85-percent participation rate was required.

The trend data across various NAEP assessments show that the percentages of Missouri students scoring in the Below Basic range have decreased from the initial to the most recent assessment in all subject areas and grade levels (except grade 4 reading, which remained the same). The data also indicate that the overall percentage of Missouri students scoring in the Below Basic range is generally less than that of the nation.

What factors influence this measure?

In the 2003 book “What Works in Schools: Translating Research into Action,” Robert J. Marzano identified the following factors that impact student achievement:

School

1. Guaranteed and viable curriculum
2. Challenging goals and effective feedback
3. Parent and community involvement
4. Safe and orderly environment
5. Collegiality and professionalism

Teacher

1. Instructional strategies
2. Classroom management
3. Classroom curriculum design

Student

1. Home atmosphere
2. Learned intelligence and background knowledge
3. Motivation

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- promote and sustain a system of high-quality professional development for Missouri educators centered on research-based best practices and model programs.
- assist districts in recruiting higher-quality teachers for the lowest-performing schools.

Performance and accountability

DESE will:

- adopt and advocate for measures that motivate students to perform their best on the MAP.
- work with other state agencies to provide resources that promote improved student performance.
- develop centralized data collection and improve the reliability of required dropout reports by developing a state education identification system.

Funding

DESE will:

- advocate for an equitable system for distributing local, state and federal funds to school districts.

Best practices and technical assistance

DESE will:

- provide technical assistance and guidelines for using technology in order to improve instruction.
- assist schools as they integrate high academic performance in all subjects with the preparation for work and postsecondary education.
- assist schools in engaging families and communities as active partners in their children's education.
- support schools in providing additional time and support for students who are not making satisfactory academic progress.
- assist districts and community-based programs in offering quality school-age child care that supports school-day instruction and extends learning into non-school hours.
- assist districts in providing safe learning environments for staff and students.
- assist districts in longitudinally analyzing student performance through the student identification system.

Communication

DESE will:

- use technology to communicate with stakeholders regarding student achievement, school performance, statewide school-improvement initiatives, and issues and trends affecting public education.
- engage stakeholders in efforts to improve student performance.

I. KEY OUTCOME: Students achieving at targeted performance levels (Continued)

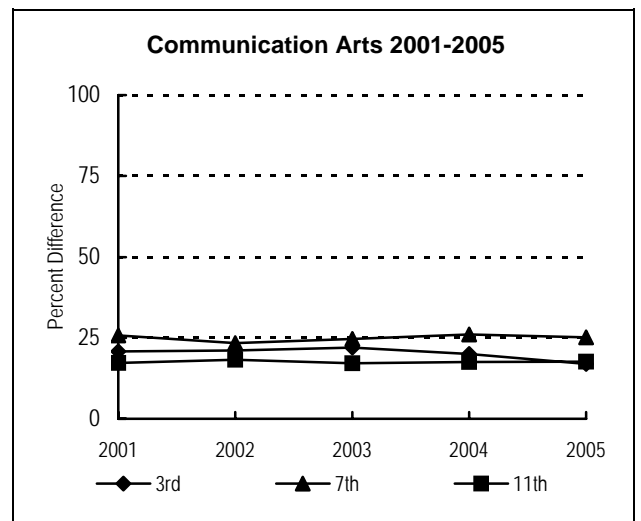
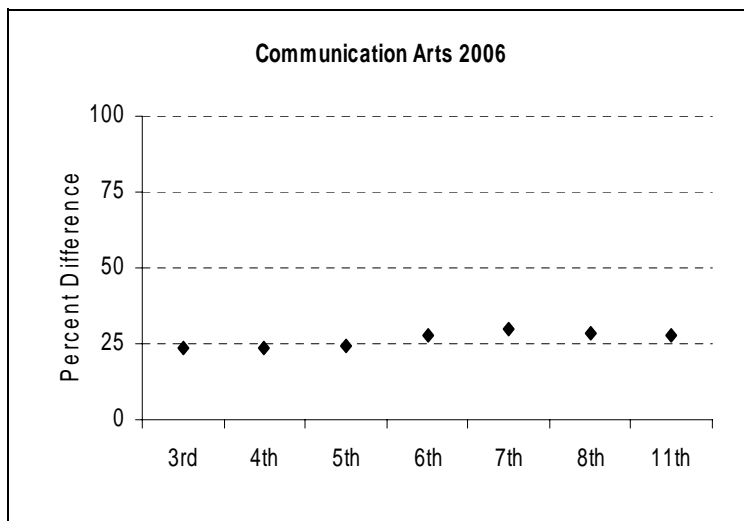
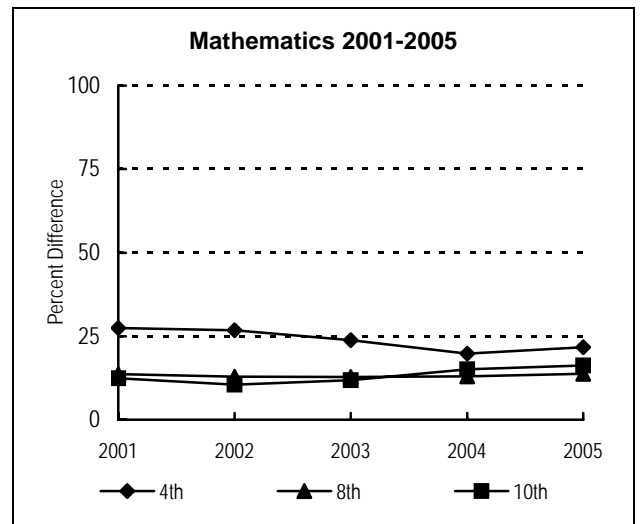
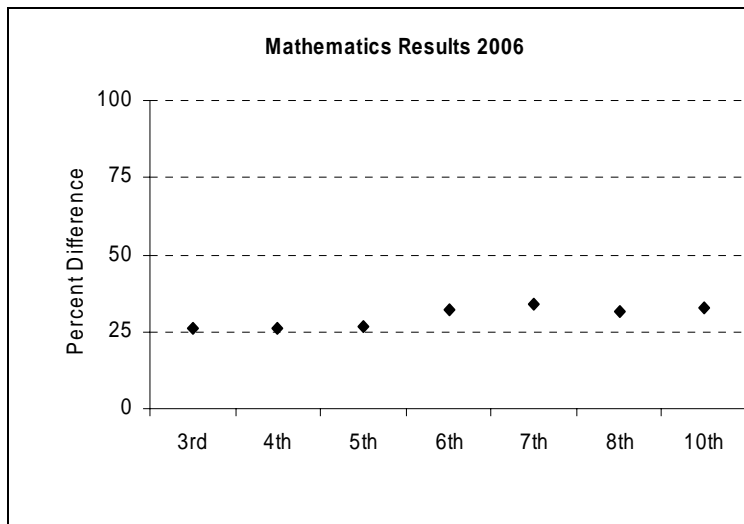
KEY OBJECTIVE 2

Decrease the gap in achievement scores
between racial- and ethnic-minority students and
non-minority students by 5 percent each year through 2009
while increasing the performance of all students

What's the trend?

An examination of the percentages of students scoring at the Proficient and Advanced levels on the MAP shows that, over time, the gap in scores between minority and non-minority students is generally not decreasing at a rapid pace (much less than the 5 percent per year called for by this objective). However, data from the pre-2006 MAP administration indicated a few slightly encouraging trends (e.g., grade 4 mathematics, grade 3 science).

Gap in achievement scores between racial- and ethnic-minority students and non-minority students



Percentages of non-minority (NMin) and minority (Min) students scoring Proficient or above on the MAP

	2006		2001		2002		2003		2004		2005		2006	
MATHEMATICS	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min
Grade 3	49.6%	23.4%												
Gap	26.2%													
Grade 4	49.4%	23.6%	43.6%	16.1%	43.4%	16.6%	42.5%	18.7%	44.7%	24.9%	47.6%	25.9%		
Gap	25.8%		27.5%		26.8%		23.8%		19.8%		21.7%			
Grade 5	49.6%	23.0%												
Gap	26.6%													
Grade 6	51.7%	19.3%												
Gap	32.4%													
Grade 7	51.3%	17.1%												
Gap	34.2%													
Grade 8	47.2%	15.8%	17.2%	3.5%	16.1%	3.2%	16.4%	3.6%	16.5%	3.5%	18.3%	4.5%		
Gap	31.4%		13.7%		12.9%		12.8%		13.0%		13.8%			
Grade 10	48.6%	16.0%	14.6%	2.2%	12.3%	1.8%	14.4%	2.5%	17.8%	2.7%	19.6%	3.3%		
Gap	32.6%		12.4%		10.5%		11.9%		15.1%		16.3%			
COMMUNICATION ARTS	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min
Grade 3	48.5%	24.6%	36.1%	15.3%	40.0%	18.9%	38.9%	16.9%	38.9%	18.9%	38.6%	21.7%		
Gap	23.9%		20.8%		21.1%		22.0%		20.0%		16.9%			
Grade 4	49.7%	26.2%												
Gap	23.5%													
Grade 5	51.2%	26.7%												
Gap	24.5%													
Grade 6	49.1%	21.4%												
Gap	27.7%													
Grade 7	50.5%	20.8%	39.7%	13.9%	36.7%	13.3%	37.6%	12.9%	37.5%	11.4%	38.1%	12.9%		
Gap	29.7%		25.8%		23.4%		24.7%		26.1%		25.2%			
Grade 8	48.6%	19.8%												
Gap	28.8%													
Grade 11	47.4%	19.5%	25.0%	7.7%	26.3%	8.0%	24.4%	7.2%	25.3%	7.7%	25.8%	8.1%		
Gap	27.9%		17.3%		18.3%		17.2%		17.6%		17.7%			
SCIENCE	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min	NMin	Min
Grade 3			52.3%	21.4%	54.0%	25.9%	53.9%	27.7%	57.0%	35.0%	58.2%	39.1%	53.1%	31.4%
Gap			30.9%		28.1%		26.2%		22.0%		19.1%		21.7%	
Grade 7			16.3%	2.8%	17.1%	3.0%	18.3%	3.0%	20.8%	3.6%	22.1%	5.4%	20.5%	4.3%
Gap			13.5%		14.1%		15.3%		17.2%		16.7%		16.2%	
Grade 10			10.1%	1.5%	6.0%	0.8%	7.4%	1.1%	8.6%	0.9%	9.3%	1.1%	9.1%	0.9%
Gap			8.6%		5.2%		6.3%		7.7%		8.2%		8.2%	

Source: MAP, October 2006

About the measure: Non-minority students are “white, not Hispanic” and minority students are “black” and “Hispanic.” The percentages represent students scoring at the Proficient and Advanced levels on the MAP. Science and Social Studies results for 2001 through 2005 were based on voluntary, not required, administrations of the tests.

Why is this objective important?

It is not enough to raise the achievement levels of some students. DESE must ensure that all Missouri students are learning. An equitable opportunity for all learners to succeed is critical to their future as well as to the future of our state. DESE must play a leadership role in making certain that all learners – regardless of their race, ethnicity, economic status, location, gender or special needs – have equal access to an excellent education and the resources necessary for success. Missouri schools must provide a curriculum and instruction that promote high expectations, academic standards and real-world activities across all subject areas for all students.

Under federal NCLB requirements, all districts and schools (including charter schools) are assessed to determine if they have achieved AYP in communication arts and math. In addition, each subgroup is monitored for AYP unless there are 30 or fewer students in the subgroup. The subgroups are Asian, black, Hispanic, Indian, Pacific Islander, white, other/non-response, free/reduced lunch, IEP (special education) and ELL (English Language Learners). (As begun in 2004, IEP and ELL students are monitored for AYP only if there are 50 or more students in the subgroup.)

Schools must make sure that at least 95 percent of the students in every subgroup are included in the MAP testing. If the 95-percent threshold is not met, a subgroup cannot meet AYP regardless of its overall scores. Missouri uses the term Level Not Determined (LND) to describe students who did not take the appropriate MAP tests or who did not make a valid attempt to complete a test. Thus, if any subgroup's LND number exceeds 5 percent, that group will not meet AYP. AYP data are not shown but are available from DESE.

How does Missouri compare to other states and the nation on this measure?

The trend data indicate that for most NAEP assessments, the percentages of Missouri students scoring in the Proficient and Advanced achievement levels are increasing consistently for both minority and non-minority students. For most assessments, the gaps between the two groups tend to remain constant or increase slightly over time when comparing the percentages of students scoring in the Proficient and above levels. Overall, the gaps between minority and non-minority students for most assessments tend to be closer in Missouri than in the nation.

What factors influence this measure?

1. Teacher quality, including the ability to address individual learning styles and provide culturally responsive instruction
2. Expectations for minority students
3. School climate
4. Adequacy and equity of financial resources available to schools with large minority populations and/or high-poverty schools
5. Family literacy
6. Parent and community involvement and support
7. Participation of children in quality early childhood education programs
8. Leadership provided by local boards of education, administrators and building principals

Percent of Non-Minority (NM) and Minority (M) students scoring proficient or above on NAEP

	1998				2000				2002				2003				2005			
	MO		Nat		MO		Nat		MO		Nat		MO		Nat		MO		Nat	
Mathematics	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M
Grade 4					27%	5%	30%	6%					35%	9%	42%	13%	37%	9%	47%	16%
Gap					22%		24%						26%		29%		28%		31%	
Grade 8					25%	4%	33%	6%					32%	7%	36%	9%	32%	5%	37%	11%
Gap					21%		27%						25%		27%		27%		26%	
Reading	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M
Grade 4	32%	9%	36%	11%					37%	11%	39%	13%	39%	16%	39%	13%	38%	15%	39%	14%
Gap	23%		25%						26%		26%		23%		26%		23%		25%	
Grade 8	31%	9%	37%	12%					37%	13%	39%	13%	39%	12%	39%	13%	36%	10%	37%	13%
Gap	22%		25%						24%		26%		27%		26%		26%		24%	
Writing	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M
Grade 4									24%	11%	32%	15%								
Gap									13%		17%									
Grade 8	20%	4%	31%	8%					29%	13%	37%	14%								
Gap	16%		23%						16%		23%									
Science	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M	NM	M
Grade 4					40%	10%	36%	6%									42%	12%	38%	9%
Gap					30%		30%										30%		29%	
Grade 8					38%	6%	38%	8%									39%	8%	38%	8%
Gap					32%		30%										31%		30%	

Source: National Center for Education Statistics NAEP Data Explorer, October 2005

Note: Accommodations were not allowed on the assessment

About the measure: Non-minority students are “white” and minority students are “black” and “Hispanic.” The percentages represent students scoring at the proficient and advanced levels on the NAEP. State NAEP assessments are available for reading and writing rather than for communication arts (assessed by the MAP) and are not available for social studies.

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- expand high-quality professional-development programs that help teachers, administrators and board members move beyond cultural differences, change practices and improve instruction for racial- and ethnic-minority students.
- focus its resources toward school districts in targeted regions of the state with high concentrations of racial- and ethnic-minority or low-income students in order to assist these districts with improving achievement.
- require teacher-preparation programs to provide those enrolled with practicum experience in a variety of school, community and cultural settings.

Performance and accountability

DESE will:

- hold school districts accountable through the MSIP for the achievement of racial- and ethnic-minority students.
- ensure that state accountability systems provide accurate information about student learning and indicate areas that require improvement.
- develop centralized data collection and improve the reliability of required dropout reports by developing a state education identification system.

Funding

DESE will:

- target resources to expand the available pool of minority teachers.
- pursue incentives to increase the pool of teachers in high-demand fields (e.g., math, science, special education, technology education) and in urban, rural and high-poverty areas.

Best practices and technical assistance

DESE will:

- identify model programs and practices in high-performing schools with significant numbers of minority students.
- advocate for additional learning time and assistance for students who are not making satisfactory progress.
- assist districts in longitudinally analyzing student performance by use of the student identification system.

Communication

DESE will:

- improve communication with citizens, members of the education community and policy-makers about the gap between the achievement of racial- and ethnic-minority students and non-minority students.
- provide student-achievement data in user-friendly formats to schools and patrons, as well as assistance in making data-based decisions to improve student performance.

KEY OBJECTIVE 3

Increase the percentage of students who score at or above the Proficient level on the third-grade reading/communication arts component of the MAP from 31.6 percent to 60 percent by 2009

What's the trend?

In 2006, 17.1 percent of Missouri third-grade students scored at the highest and most desired achievement level, Advanced, on the MAP reading component. The number of third-grade students at the top two MAP reading-achievement levels, Proficient and Advanced show that 43.10 percent scored in one of these two categories in 2006. With the changes in academic levels from five to four levels in 2006 there is no comparison possible with prior year results.

Percent of third-graders scoring in the top two levels of the MAP communication arts assessment

COMMUNICATION ARTS							
Four Levels			Five Levels				
	2006		2001	2002	2003	2004	2005
Grade 3	43.10%		31.60%	35.40%	34.10%	34.60%	35.10%

Source: MAP, September 2006

Why is this objective important?

Reading is an essential skill for success in school and in life. Students who do not learn to read in the primary grades will struggle throughout their school careers. NCLB mandates that 100 percent of America's third-graders will be reading at or above a proficient level by 2014 (60 percent by 2009 is in line with this goal). The following excerpt from a 1998 report by the National Research Council emphasizes the importance of improving reading achievement:

"...we are most concerned with the large numbers of children in America whose educational careers are imperiled because they do not read well enough to ensure understanding and to meet the demands of an increasingly competitive economy. Current difficulties in reading largely originate from rising demands for literacy, not from declining absolute levels of literacy.

To be employable in the modern economy, high school graduates need to be more than merely literate. They must be able to read challenging material, to perform sophisticated calculations, and to solve problems independently (Murnane and Levy, 1993). The demands are far greater than those placed on the vast majority of schooled literate individuals a quarter-century ago...

Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of grade 3 (for reviews, see Slavin et al., 1994). A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school. Only a generation ago, this did not matter so much, because the long-term economic effects of not becoming a good reader and not graduating from high school were less severe."

— from "Preventing Reading Difficulties in Young Children," 1998

Student achievement on the MAP directly affects the ability to meet federal NCLB requirements. To achieve the goal of all children being proficient (as defined by each state) by 2014, all public schools and districts must make satisfactory improvement each year toward that goal. DESE has established specific annual targets for AYP in communication arts and math. In 2006, the AYP goal for all schools in communication arts was for 34.7 percent of all students to score at the Proficient level. (This same goal was applied to all subgroups of students.)

How does Missouri compare to other states and the nation on this measure?

NAEP Results

NAEP reading assessments are only available to states for grades 4 and 8. Trend data indicate that the average scale scores for Missouri's fourth-grade students are consistently above students in the nation as a whole on the NAEP reading assessment, and the scores are generally above those of the nation in relation to the percentages of students scoring at the Proficient and Advanced achievement levels. As previously noted, when cohort data for the NAEP and MAP reading assessments are compared, very similar proficiency rates for elementary students are found.

Percent of students scoring proficient or above on NAEP reading assessment– Missouri compared to national data

Reading	1994 ⁿ		1998		2002		2003		2005	
	MO	National	MO	National	MO	National	MO	National	MO	National
Grade 4	31%	28%	28%	28%	32%	30%	34%	30%	33%	30%

Source: National Center for Education Statistics Data Tool

Note: Accommodations were not allowed on the assessment in 1994, as indicated by n

About the measure: The data derived from the NAEP state reading assessment report how well students perform in reading various tests and responding to those texts in multiple-choice and constructed-response formats. Performance on the NAEP reading assessment is reported using three achievement categories: Basic, Proficient and Advanced. Scores below the cut score for the Basic level fall into the Below Basic range. The nation's goal is for students to score at the Proficient level or above.

TerraNova Results

Missouri's third-grade students score significantly higher (e.g., the 2006 median percentile was 60) than their national peers on the reading subtest of the nationally normed TerraNova component of the MAP communication arts assessment.

What factors influence this measure?

1. Educators' access to professional development in instruction using scientifically based reading research
2. Educators' ability to implement reading instruction based on scientific research, including the use of informal, ongoing assessment to monitor student reading progress
3. Family literacy and students' motivation to read
4. Quality of children's early care and education

KEY STRATEGIES AND ACTIONS

Performance and accountability

DESE will:

- provide high-quality, ongoing professional development designed to increase the capacity to teach reading explicitly within the classroom and school for teachers and administrators.
- promote pre-service education for elementary and middle school teachers that includes instruction on scientifically based reading research and opportunities to put theory into practice (regularly monitored by DESE).
- support instruction using scientifically based reading research that reflects the five essential components identified by the National Reading Panel and a comprehensive approach to developing literacy.
- develop centralized data collection and improve the reliability of required dropout reports by developing a state education identification system.

Best practices and technical assistance

DESE will:

- demonstrate and implement techniques for the early identification of students with reading problems and the use of appropriate intervention methods integrated across the curriculum, grade levels and subject areas.
- identify resources, suggestions and trainings, as well as programs involving parents in support of their children's reading.
- increase early childhood experiences that promote literacy.
- support school reading initiatives linked to adult-literacy programs.
- advocate for a strong schoolwide focus on improving reading that is sustained over time.
- encourage cross-curricular reading-skills instruction.
- assist districts in longitudinally analyzing student performance by use of the student identification system.

I. KEY OUTCOME: Students achieving at targeted performance levels (Continued)

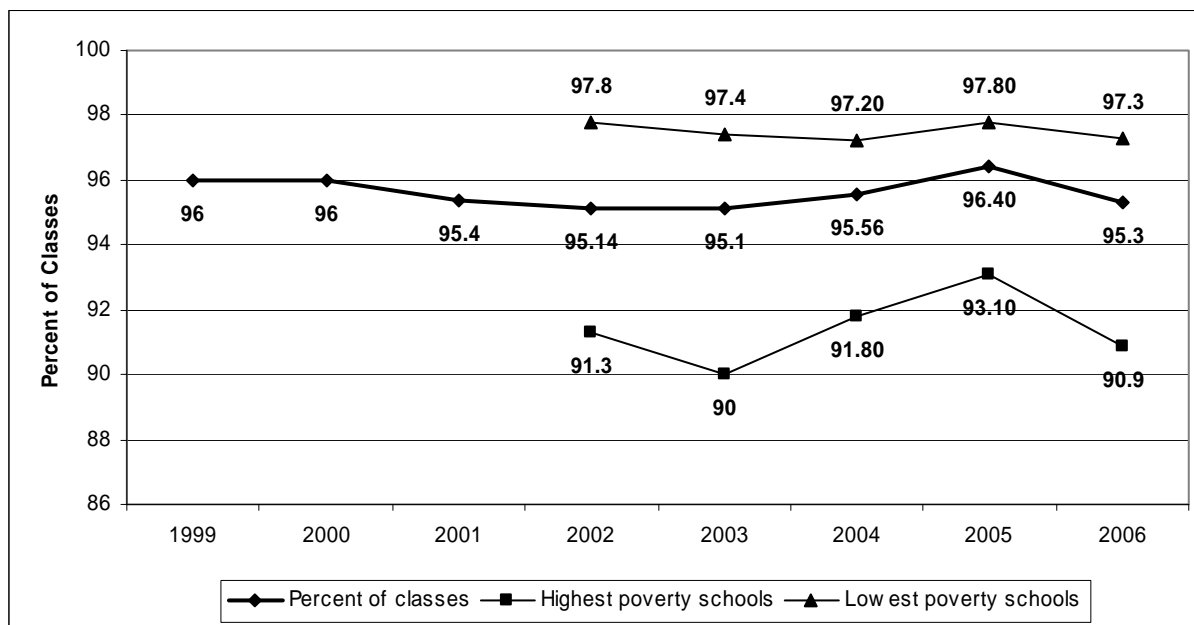
KEY OBJECTIVE 4

Increase to 98 percent by 2009 the number of Missouri public school classes taught by teachers with the appropriate grade and subject certification

What's the trend?

The percentage of public school classes taught by teachers with appropriate certification has not changed over the past few years; slightly more than 95.5 percent of classes are being taught by qualified individuals as specified by MSIP guidelines. However, in districts with low poverty rates, appropriately certificated professionals teach 97 percent of classes, contrasted to 90 percent in districts with high poverty rates. All classes, especially those in high-poverty schools, must be staffed by appropriately certified teachers for students to attain proficiency on MAP assessments.

Percentages of classes taught by teachers with appropriate certification



Source: DESE School Core Data and Teacher Certification records, October 2006

About the measure: This measure was developed by DESE to monitor one aspect of teacher quality in Missouri — do Missouri teachers have the appropriate certificates to teach their assigned courses? The Core Data system is used to identify classroom teachers and their assignments, and that information is then compared with teachers' certification records. The various courses and required teaching certificates are defined by the MSIP and are listed in the Core Data manual (Exhibit 10). Qualified teachers are those who have appropriate grade-level and subject-area certificates, which could be lifetime, renewable, provisional, vocational, etc. Unqualified teachers are those who have incorrect certificates, expired certificates or no certificates.

Why is this objective important?

Teachers are a critical factor in Missouri's efforts to improve student achievement. Research has confirmed the commonly held belief that the success of our schools and students is linked to the knowledge and instructional skills of teachers and the leadership of principals. Missouri faces teacher shortages in subject areas such as math, science, special education and technology education, as well as administrator shortages. The recruitment and retention of qualified educators are particular problems in urban, rural and high-poverty areas of the state.

DESE must help ensure that Missouri's public education system has sufficient and well-qualified school personnel who can deliver on the promise of high academic standards and expectations for all students. The state, local school districts and the communities they serve, colleges of education, and professional education organizations must address the challenges of recruiting highly qualified prospects to the education profession, preparing them effectively, providing them with support early in their careers, ensuring they have opportunities for professional development, offering them good working conditions and paying them competitive salaries.

NCLB contains a provision that requires all core-area teachers to be highly qualified within four years. Federal law defines core-area teachers as those in English, reading or language arts, math, science, foreign languages, civics, government, economics, art, history and geography. On a statewide basis, it appears that Missouri is well positioned to continue working toward the goal of having 100 percent of its teachers be considered highly qualified. Districts having less than 95 percent of classes taught by appropriately certificated staff are required to put the highest priority for use of their Title II, Part A, funds toward supporting teachers in obtaining appropriate certification.

How does Missouri compare to other states and the nation on this measure?

There are no comparable national data for this measure. Additional information on related national measures is being collected and will be reported when available.

What factors influence this measure?

1. Student enrollment
2. State and federal laws
3. MSIP standards for pupil-to-teacher ratios
4. Public recognition of the importance of teaching
5. Salaries for teachers and administrators
6. School climate and working conditions
7. State, local and federal funding for schools
8. State certification requirements
9. MSIP program of study and appropriate staff certification
10. Teacher-recruitment practices
11. The quality, capacity and number of teacher-preparation programs
12. School district support for new teachers and administrators
13. Instructional leadership at the building and district levels

14. Opportunities for professional development
15. Understanding of the state's diverse educational environments

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- maintain teacher-preparation programs that prepare future teachers for the challenges of today's classrooms (effective instruction, performance assessment, culturally diverse student populations, various learning styles), integrate practicum experience throughout the programs and respond to subject-area and location shortages.
- develop mentoring programs for new teachers and administrators.
- provide professional-development opportunities through the Career Education New Teacher Institute.
- provide opportunities for ongoing, job-embedded professional development.

Teacher certification and recruitment

DESE will:

- develop a streamlined certification process that preserves high standards.
- collaborate with networks that link schools needing teachers with teachers looking for jobs.
- collaborate with local education agencies, teacher-preparation institutions, and statewide teacher and administrator associations to identify and implement effective recruitment initiatives, including efforts to attract top high school students to the field of education.
- collaborate with teacher-preparation institutions to develop new pathways for well-qualified, nontraditional candidates to enter the education profession.
- collaborate with local education agencies and teacher-preparation institutions to identify and implement effective retention initiatives for teachers and administrators (e.g., mentoring programs, realistic teaching and extracurricular assignments).
- assist districts in attracting high-quality teachers to low-performing schools.
- advocate for sustaining equitable and adequate basic state aid to help districts improve educator salaries, maintain low pupil-to-teacher ratios and continue targeted professional-development programs.
- create and disseminate an annual report on teacher recruitment and retention.
- advocate for incentives to increase the pool of teachers in high-demand fields (e.g., special education, math and science, technology education).

Funding

DESE will:

- advocate for competitive teacher salaries.

- maintain financial incentives for choosing teaching as a career (scholarships and college-loan forgiveness programs) and longevity incentives that encourage teachers to stay in the profession.
- advocate for good working conditions, including reasonable class sizes.

Key programs for Outcome 1

Matrix of DESE key programs for Outcome 1 by objective				
Program Name	Objective			
	1	2	3	4
21 st Century Community Learning Centers	•			
Accelerated Schools	•			
Adult Education and Literacy			•	
Alternative Teacher Preparation Program				•
Career Ladder				•
Character Education	•			
Close the Gap			•	
Educator Certification			•	
eMINTS (Enhancing Missouri's Instructional Networked Teaching Strategies)	•			
Even Start		•		
Family literacy programs	•			
Federal loan forgiveness programs		•		•
JOBS Web site				•
Leadership Academy	•			
MAP Regional Instructional Facilitators	•			
MC3 (Mid-Continent Comprehensive Center)	•	•	•	
MELL (Migrant Education and English Language Learning)	•		•	
Missouri Mathematics Academy	•			
Missouri Minority Teaching Scholarship		•		
Missouri Student Information System (MOSIS)	•	•	•	
Missouri Teacher Education Scholarship		•		
MO TACTICS (Missouri – Training All Content Teachers for Interactive Classroom Success)		•		

MORF (Missouri Reading First grants)	•		•	
MoSTEP (Missouri Standards for Teacher Education Programs)	•		•	•
MPP (Missouri Preschool Project)	•	•		
MRI (Missouri Reading Initiative)	•		•	
MSIP (Missouri School Improvement Program)	•	•		
National Board for Professional Teaching Standards Certification				•
Perkins Accountability	•			
PPP (Practical Parenting Partnerships)	•			
Priority schools	•	•		
Professional Learning Communities project	•	•		
Project Construct	•			
Reading Recovery			•	
Recruitment and Retention rewards				•
Regional Professional Development Centers (RPDC) including special consultants	•	•	•	•
Safe Schools grants	•			
STARR (Select Teachers as Regional Resources)	•			
State Action for Education Leadership Project	•	•		
SuccessLink and SuccessLink Science	•	•		
Summer School/extended learning opportunities	•	•	•	
Temporary Authorization Certificate				•
Title I, IIA & D, III, IV & V programs		•	•	•
Troops to Teachers Project				•
Tuition reimbursement (special education, special education paraprofessional, counselor)				•

For more information

Web sites for additional information on Outcome 1 by objective				
Resources	Objective			
	1	2	3	4
http://dese.mo.gov	•			
http://dese.mo.gov/divimprove/		•	•	
http://dese.mo.gov/divteachqual/		•		•
http://nces.ed.gov/	•			
http://reading.uoregon.edu/curricula/con_guide.php			•	
http://missourireadinginitiative.com			•	
http://www.edtrust.org		•		
http://www.learningfirst.org/			•	
http://www.nbpts.org				•
http://www.nctaf.org				•
http://www.rnt.org/				•
http://www.relnetwork.org	•			

II. KEY OUTCOME

Increased percentage of children entering school ready to succeed

What's the trend?

The Missouri Preschool Assessment Project began during the 1998-1999 school year as an effort to gather information about the school readiness of children as they exit preschools primarily funded by Title I of ESEA and the Missouri Preschool Program (MPP). The study, coordinated by the Project Construct National Center, was conducted by Research & Training Associates, Inc., of Overland Park, Kansas.

For the 2004-2005 report of the Preschool Exit Assessment Project, preschool teachers used the School Entry Profile to assess the kindergarten readiness of more than 10,000 children exiting publicly funded preschools in Missouri. They rated the children who had attended these preschools as better prepared for kindergarten than the average entering kindergartner. The exiting preschoolers scored higher on symbolic development, communication, mathematical/physical knowledge, working with others, and learning to learn scales. They scored similarly to average entering kindergartners on the conventional knowledge scale.

Preschool Exit Assessment Test Data 2002-2009

Descriptive Statistics Mean Scale Scores For Exiting Public Preschoolers ¹								
	2002	2003	2004	2005	2006*	2007*	2008*	2009*
Symbolic Development	19.5	19.6	19.8	19.8	19.5	19.9	20.0	20.1
Communication	46.7	47.5	47.8	48.2	48.8	49.2	49.7	50.2
Mathematical/Physical Knowledge	27	27	27.5	27.6	27.9	28.1	28.3	28.5
Working with Others	18.9	19.1	19.2	19.3	19.5	19.6	19.7	19.8
Learning to Learn	25	25.2	25.4	25.4	25.6	25.7	25.9	26.0
Conventional Knowledge	9.8	9.9	9.9	9.9	10.0	10.0	10.0	10.0

Note: ¹ Pfannenstiel, J. (2005). *School entry assessment project: Report of Findings*. Department of Elementary and Secondary Education. Data excludes special needs children. * Department projections based on growth trend of 2002-2005 mean data.

Why is this outcome important?

Research clearly shows how the first few years of life can be utilized to increase the percentage of children who are prepared to succeed when they enter school. The April 1994 report of the Carnegie Task Force, "Starting Points: Meeting the Needs of Our Youngest Children," found that these years are significant for child development in the areas of health education, language development and positive human relationships, all of which help children enter school prepared to succeed. While the Carnegie report focused on the first three years of life, a much-neglected period,

neuroscience findings indicate that the first five years are critical in the development of a person's character and behavior. The window of opportunity from birth to age 5 must not be ignored if all children are to enter school ready to succeed.

Research sponsored by DESE shows that quality care and parent-education programs improve children's readiness for school and later success. A failure to address the need for quality early care and parent education would mean that some Missouri children start school with undiagnosed developmental delays or health problems that could jeopardize their chances for success. Without a strong start in school, students do not acquire essential knowledge and skills and are less likely to complete high school and continue their education. Without quality early care and parent education, costs for special education and remedial education services could increase, and opportunities to reduce child abuse and neglect through parent education and support would be lost.

The return on the investment in early childhood programs is linked to quality; increasing participation without ensuring program quality will not produce positive results. Estimates for the return on the investment in high-quality programs for low-income children range from \$4 to \$7 for every \$1 spent. Although families are the main providers for the environments of infants and toddlers, it is clear that for families in which both parents work full time, children can spend as many waking hours in child care as they do with their parents.

Time spent outside of parental influence provides a window of opportunity for caregivers to work on extending language, guiding children's social interactions, and encouraging and supporting exploration and problem-solving. All of these areas prepare children to master the complex demands of formal schooling.

The "Cost, Quality and Child Outcomes" study released in June 1999 by the National Center for Early Development and Learning underscores the importance of high-quality early education and care in providing a developmental foundation for every child. The study examined the cost and quality of early child care and early learning and how they related to children's development and school readiness. The study shows that young children receiving poor-quality child care were less prepared for school and tended to have less success in the early phases of school than students who received high-quality care in their preschool years. Major research findings from the "Cost, Quality and Child Outcomes" study include:

- Children who attended high-quality child-care centers scored higher on measures of both cognitive and social skills while in child care and through the transition into school.
- High-quality child care continued to positively predict children's performance well into their school careers in cognitive skills such as language, math and social skills.
- Children who were traditionally at risk for not succeeding in school were affected more by the quality of child-care experiences than other children. For outcomes such as math skills and problem behaviors, children whose mothers had lower levels of education were more sensitive to the negative effects of poor-quality child care or received more benefits from high-quality child care. The influences of the quality of the child-care settings for these children were sustained into the second grade.
- Children's cognitive development was related to the quality of practices in the classroom while the nature of the preschool teacher-child relationship influenced social development throughout the early school years.
- The quality of child-care experiences before children entered school continued to affect their development at least through kindergarten and, in many cases, through the end of

second grade. The quality of materials, activities and daily experiences were related to the success of children as they moved into school.

An additional, more recent study is also worth mentioning. In 2003, Art Rolnick, senior vice president and director of research for the Federal Reserve Bank of Minneapolis, reported that a cost-benefit analysis of the Perry Preschool Study data indicated that for every dollar invested in the program during the early 1960s, more than \$8 in benefits were returned to the program participants and society as a whole.

How does Missouri compare to other states and the nation on this measure?

Comparative measures are not available at this time. A few other states, including Maryland and North Carolina, are conducting school-readiness assessments similar to Missouri's. The National Center for Education Statistics at the U.S. Department of Education is also conducting the "Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999," to provide information about the school readiness of a nationally representative sample of children. The study, which initially assessed the kindergartners' performance in reading and mathematics and collected information about their home reading experiences, will follow the children's progress through fifth grade.

Addressing the needs of young children and their families must be a collaborative effort among programs within DESE and among DESE and other entities, both public and private, that provide services. DESE must continue to support initiatives that will create the cohesive, high-quality system envisioned by the state's Commission on Early Childhood Care and Education. Findings of the Missouri School Entry Assessment, an assessment last administered in the 2005 school year, teachers rated children on their language development, mathematical understanding and how they work with others, indicate the following:

- When Parents as Teachers (PAT) is combined with any other pre-kindergarten experience for high-poverty children, the children score above average on all scales when entering kindergarten.
- The highest-performing children participate in PAT and preschool or center care. Among children who participate in PAT and attend preschool, both minority and non-minority children score above average. Children in both high-poverty and low-poverty schools who participate in PAT and attend preschool score above average when entering kindergarten.
- Teachers rate children with special needs who participate in PAT and preschool in addition to Early Childhood Special Education programs as being similar in preparation to other children.

Efforts to increase the percentage of students who enter school ready to succeed include making PAT services available to more families, especially those meeting the high-need criteria; expanding educational preschool services through the Missouri Preschool Project and other programs created by House Bill 1519 (1998); expanding preschools funded through other sources such as Title I; coordinating and cooperating with other agencies and programs of early childhood education and care to establish a system of excellence for young children in Missouri; and addressing quality issues such as program accreditation, use of research-based curricula, teacher and teacher-assistant qualifications, professional development and child-to-adult ratios. The Commissioner of Education established an Early Education Task Force in the summer of 2005 to study the factors that contribute most to the quality of early education programs sponsored by DESE. The task force will look at how such programs can be developed with the funding sources currently available to districts. The task force has already developed a vision and guiding principles that can be used by

districts and their partners in the community, and it has conducted a series of regional meetings that presented ways available funding could be used to expand Missouri's early education programs. When participants at the regional meetings were asked what they felt were the major issues in developing a system of early education services allowing for universal access, the issue cited most often was adequate funding. Currently, more than half of Missouri's school districts offer some early education services. Based on 2000 census information and the services provided in FY2003, extending PAT services to 100 percent of the eligible population is projected to cost approximately \$98.4 million. A similar, additional amount of funding would also be required to provide universal access to quality education services for Missouri's children.

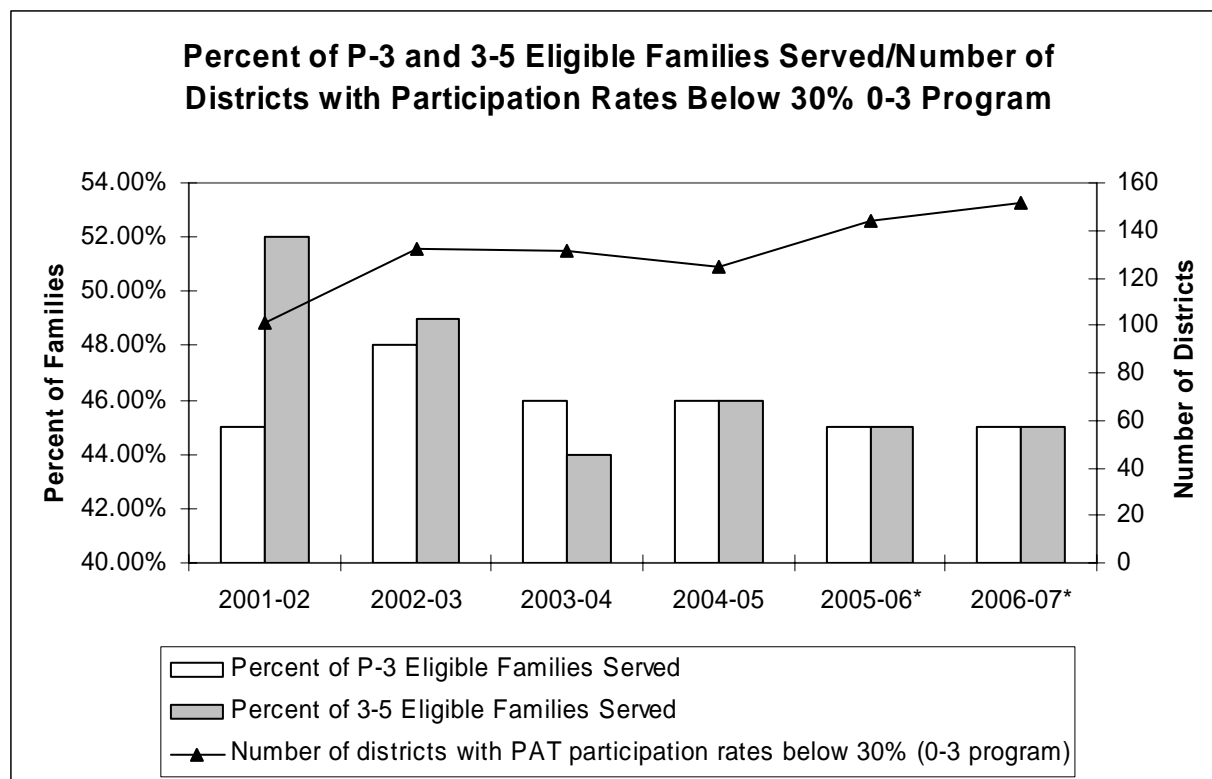
II. KEY OUTCOME: Children entering school ready to succeed (Continued)

KEY OBJECTIVE 1

Increase from 48 to 60 percent by 2009
the number of families that have pre-kindergarten children
and participate in parent education
and related support services

What's the trend?

The percentage of eligible families served by PAT grew from 30 percent in 1990 to a high of 49 percent in 2003. The percentage of families served in 2004 decreased in a direct relationship to a 10 percent reduction in funding. State education officials believe that a long-term goal of serving 70 percent of eligible families is reasonable despite the voluntary nature of the program. In recent years, the state has redirected some PAT resources to increase services for the neediest families in addition to increasing the overall number of families served.



Source: Early Childhood Education section, November, 2006

About the measure: The numbers of families served statewide and for each district are taken from end-of-the-year reports submitted by each district.

Why is this objective important?

PAT is Missouri's model home/school/community partnership, which supports parents in their role as their children's first and most influential teachers. Several independent evaluations of PAT

conducted between 1985 and 1995 have shown the program to be effective. According to these evaluations, PAT children were significantly more advanced in language development, problem-solving and social development at age 3 than comparison children. Of the participating families, 99.5 percent were free from child abuse and neglect. Based on standardized test results, children whose families participated in PAT maintained their early gains in elementary school. PAT parents continued to take an active role in their children's education, and school districts reduced costs because fewer students were retained and fewer students required special education and remedial education services.

The state's Early Childhood Development Act of 1984 requires all school districts to make parent-education and screening services available to families with children ages birth to 5. Parents in every Missouri school district can choose to take advantage of PAT services, which include personal visits from certified parent educators, group meetings, developmental screenings and connections with other community resources.

- For the past four years, school districts have been able to provide as many as 25 personal visits for high-need families. (High-need families include teen parents; unemployed parents; parents with disabilities; foster parents; parents involved with the state's corrections, mental health, health or social service systems; non-English speaking parents; parents in military service; parents of Title I children and parents with chemical dependencies.) In 2005-2006, 46 percent of the families participating in the PAT birth-to-3 program met one or more of the high-need characteristics.
- In 2005-2006, 154,026 Missouri families received parent-education services through PAT. State education officials support expanding parent-education services for families with 3- and 4-year-olds so that they receive the same level of services as participants in the PAT birth-to-3 program. Continuing the same level of services for families with 3- and 4-year-olds would strengthen the transition to kindergarten and help increase school-readiness skills among Missouri children.
- In 2005-2006, 135,017 children ages 1 through 5 participated in developmental, language, hearing and vision screenings to detect and address problems that might affect a child's future success in school. State education officials believe developmental-screening services should be expanded for all preschoolers.

How does Missouri compare to other states and the nation on this measure?

Missouri is the only state that provides for and funds universal access to PAT. Therefore, comparative data are not available.

What factors influence this measure?

1. Awareness and understanding among parents and school personnel of the research showing the positive effects of the PAT program
2. Whether a district considers PAT and the PAT staff to be an integral part of the district and its programs
3. Limited funding
4. Well-trained staff who receive ongoing professional development

5. The ability of PAT staff to reach high-need families to inform them about the benefits of PAT participation and to refer them to community agencies that can provide needed support
 6. Families' capacity to provide resources and to support the appropriate development of their young children
 7. PAT participation is voluntary
-

KEY STRATEGIES AND ACTIONS

Performance and accountability

DESE will:

- include children in families being served by PAT in the student identification system (MOSIS).
- follow up with children from DESE-sponsored early education programs to see how the children perform on the MAP as they progress through school.

Best practices and technical assistance

DESE will:

- promote the expansion of services to high-need families.
- promote the expansion of services to families with 3- and 4-year-olds, as well as 5-year-olds who are not eligible for kindergarten.
- promote the expansion of developmental-screening services.
- promote the expansion of outreach and publicity efforts.
- promote active recruitment in hospitals; doctors' offices; Women, Infants and Children (WIC) nutrition program offices and Family Services offices to increase the percentage of eligible families that participate in PAT.
- provide parents with tools (e.g., Missouri Early Childhood Standards and parent booklets to support the standards) to help parents focus their efforts as their children's first teachers.
- make a concerted effort to assist districts that have historically low participation in PAT.
- encourage districts to recruit more First Steps families and families of Head Start children into PAT.
- advise districts on ways to remove barriers to the involvement of families and communities as active partners in their children's education through PAT (e.g., helping districts identify neutral locations where PAT parent educators could meet with parents who live in unsafe neighborhoods).

Communication

DESE will:

- inform school leaders about the importance of increasing participation in parent education and support systems, particularly among high-need families.

II. KEY OUTCOME: Children entering school ready to succeed (Continued)

KEY OBJECTIVE 2

Maintain the percent of children ages 3 to 5 receiving DESE-supported quality care and education services at 12 percent through 2009

What's the trend?

The number of children receiving DESE-supported preschool services had grown substantially in recent years. However, decreases in funding for the Missouri Preschool Program in the 2003-2004 school year impacted growth of early childhood services. Based on 2000 census data, DESE estimates there were 191,000 3-, 4- and 5-year-olds not enrolled in preschool or kindergarten in 2002. Approximately 12 percent of the age-eligible children received DESE-supported preschool services.

Number of children receiving DESE-supported preschool services

	2003	2004	2005	2006	2007*	2008*	2009*
Missouri Preschool Program	4,840	4,435	4,707	4,609	4,862	4,862	4,862
Title I preschools	7,604	9,166	7,800	8,550	8,325	8,325	8,325
Early Childhood Special Education	10,051	10,889	10,790	10,887	10,860	10,900	10,915
Total	22,495	24,490	23,297	24,046	24,047	24,087	24,102

Source: Early Childhood Education section, Federal Programs Unit and Early Childhood Special Education, September 2006

Note: *Projected figures for 2007, 2008 and 2009

About the measure: This information is compiled by DESE based on end-of-the-year reports submitted by school districts offering these services.

Why is this objective important?

Recent research indicates that the early years of a child's life are crucial to the development of language skills and cognitive processes that determine the ability to succeed in school. Broad, varied experiences; language development; and the ability to manipulate sounds and recognize the letters of the alphabet are important indicators that a child will learn to read. Research also shows that all children benefit from quality preschool experiences, and children with disabilities and developmental delays are likely to benefit the most. Data from the School Entry Assessment indicate that children who experience a center-based early childhood program and whose families have participated in PAT are more likely to enter school ready to succeed than any other group of children. This advantage supersedes race and ethnicity, economic disadvantage, and disability.

How does Missouri compare to other states and the nation on this measure?

The National Institute for Early Education Research (NIEER) has published a report titled "The State of Preschool: 2004 State Preschool Yearbook," which indicates that states are serving on average only 9 percent of the eligible children with state-initiated preschool services. Missouri currently serves 13 percent. According to NIEER, Missouri ranks 30th in spending with an average

of \$2,198 per child. The study discusses 10 quality standards that could be used to evaluate preschool programs. (This report can be viewed online at <http://nieer.org>.) DESE's Early Education Task Force has also identified a vision and guiding principles that were adopted by the State Board of Education in March 2006.

What factors influence this measure?

1. Awareness and understanding among parents and school personnel of the importance of sustained-quality preschool experiences for children; and awareness of the importance of language development, guided social interaction, exploration and problem-solving
 2. Ability of districts to provide adequate space and personnel for preschool programs
 3. Availability of funding that affects the number of children who can be served in DESE-sponsored preschools
 4. Availability of highly trained staff to provide care and education for children from birth through entry into school
 5. Availability of quality, ongoing professional development for the staff of preschool care and education programs
 6. Effective plans in all districts to assist children in making a successful transition into kindergarten
 7. Integration of the school-based preschool within the community so that a continuum of quality educational experiences for children is provided
 8. High standards for quality that require certified teachers, a developmentally appropriate curriculum and a teacher-to-pupil ratio allowing for individual student needs to be met
 9. The licensure and accreditation of programs
 10. Early Childhood Special Education services as determined by a child's Individualized Education Program (IEP) team and delivered in home and child-care settings as well as schools
-

KEY STRATEGIES AND ACTIONS

Performance and accountability

DESE will:

- include children in families being served by PAT in the student identification system (MOSIS).
- administer the Missouri School Entry Assessment (preschool version) on an annual basis to a representative sample of children entering kindergarten.
- follow up with children from DESE-sponsored early education programs to see how the students perform on the MAP as they progress through school.

Best practices and technical assistance

DESE will:

- encourage districts to use existing and new resources to expand preschool opportunities.
- assist school leaders and parents in combining resources to offer quality preschool experiences for children.
- support research-based curricula and highly qualified staff.
- provide technical assistance to DESE-sponsored early education programs to help with quality control.
- provide MSIP incentives to districts that do not currently offer early education.

Communication

DESE will:

- use newsletters, presentations, Web sites, links to other resources and partnerships with other agencies and organizations to disseminate information on the research and benefits of quality preschools.
- provide information and research to state leaders about the importance of funding quality early childhood education and care for all of Missouri's children.

Collaboration

DESE will:

- work together with other agencies in the state, including Head Start, private providers, Department of Health (for licensing), Department of Social Services (for Medicaid and subsidy), Missouri Accreditation and the National Association for the Education of Young Children (for accreditation).
- join forces with other agencies to educate business and industry leaders about the benefits of providing quality early childhood services for employees in the workplace.

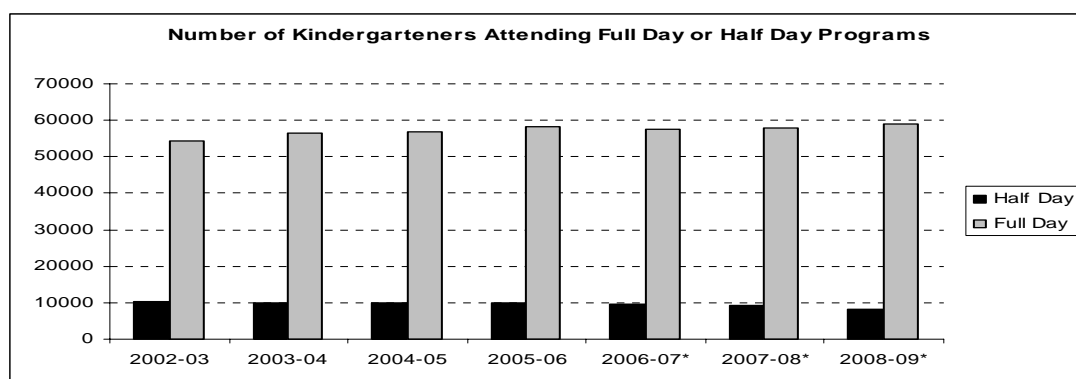
II. KEY OUTCOME: Children entering school ready to succeed (Continued)

KEY OBJECTIVE 3

Increase from 84 percent in 2003 to 88 percent by 2009 the number of public school kindergartners attending full-day programs

What's the trend?

The percentage of Missouri public school kindergartners enrolled in full-day programs has increased significantly during the last 10 years. Full-day kindergarten enrollment is considerably higher in Missouri than for the nation as a whole. Much of this growth can be attributed to changes in the basic state-aid formula, which were approved as part of the state's Outstanding Schools Act of 1993. The formula provides funding for each hour of attendance in half-day and full-day programs.



Local Education Agencies Providing Kindergarten

Year	Number of Local Education Agencies Reporting Kindergarten ¹	Schedule			Number of Children Attending		Kindergarten Enrollment	Percent Attending Full Day
		Half Day Only	Full Day Only	Half Day/Full Day	Half Day	Full Day		
2002-03	522	10	493	19	10254	54493	64747	84%
2003-04	525	4	505	16	10067	56443	66510	85%
2004-05	525	3	505	17	9850	56787	66637	85%
2005-06	526	2	509	15	9826	58405	68231	86%
2006-07*	536	3	520	13	9660	57490	67037	86%
2007-08*	536	3	521	12	9266	57984	67250	86%
2008-09*	536	2	522	12	8309	58926	67235	88%

Source: School Core Data, November/December 2006; **Note:** ¹ Local education agency data includes State Schools and Charter Schools. *Projected figures for 2007, 2008 and 2009

About the measure: Information about full-day kindergarten in Missouri public schools is collected through the School Core Data system.

Why is this objective important?

Recent research suggests that many children benefit academically and socially during their primary years from participation in full-day kindergarten programs that are developmentally appropriate. Full-day kindergarten allows children and teachers the time to explore topics in depth; provides for a

greater continuity of day-to-day activities and builds an environment that favors a child-centered, developmentally appropriate approach. Research also shows that parents prefer full-day kindergarten programs because such programs reduce the number of transitions that kindergartners experience in a typical day.

Preliminary results of a study being conducted by the Montgomery County Public Schools in Maryland show that “a full-day/reduced-class-size kindergarten program is clearly essential for the higher-risk students to begin to close the gap in early literacy skills.”

How does Missouri compare to other states and the nation on this measure?

In 2004, 84 percent of Missouri kindergartners attended full-day programs, compared to 59 percent nationally. The number of Missouri kindergartners attending all day was well below the national percentage until the mid-1990s, when Missouri districts were able to expand full-day kindergarten programs with new funding provided by the state’s Outstanding Schools Act of 1993.

What factors influence this measure?

1. Districts’ ability to provide support services and adequate classroom space, which can be a particular problem in areas with growing student enrollment
2. Awareness among educators and parents about the importance of full-day kindergarten for all students
3. Although districts are offered funding for full-day kindergarten, there is no state funding for facilities

KEY STRATEGIES AND ACTIONS

Performance and accountability

DESE will:

- follow up with students attending full-day and half-day kindergarten up until they reach sixth grade.

Best practices and technical assistance

DESE will:

- assist districts in analyzing the longitudinal data of students who participate in full-day kindergarten.

Professional development

DESE will:

- promote developmentally appropriate curricula and strategies.

Communication

DESE will:

- inform school personnel and parents about the benefits of full-day kindergarten.

Funding

DESE will:

- explore the possibility of providing financial assistance to school districts that are trying to expand facilities to accommodate full-day kindergarten programs.

Key programs for Outcome 2

Matrix of DESE key programs for Outcome 2 by objective			
Program name	Objective		
	1	2	3
Early Childhood Special Education services	•	•	•
Even Start and other DESE-sponsored family literacy programs	•	•	
Family and Consumer Sciences child-development and parenting courses	•		
Family and Consumer Sciences training for providers of preschool care and education		•	
First Steps	•	•	
Foundation Program, which gives districts credit for full-day attendance of kindergartners			•
Missouri Preschool Program	•	•	
Missouri Student Information System (MOSIS)	•	•	•
Parents as Teachers (PAT)	•		
Project Construct			•
Title I preschools	•	•	
Workshop on Wheels		•	

For more information

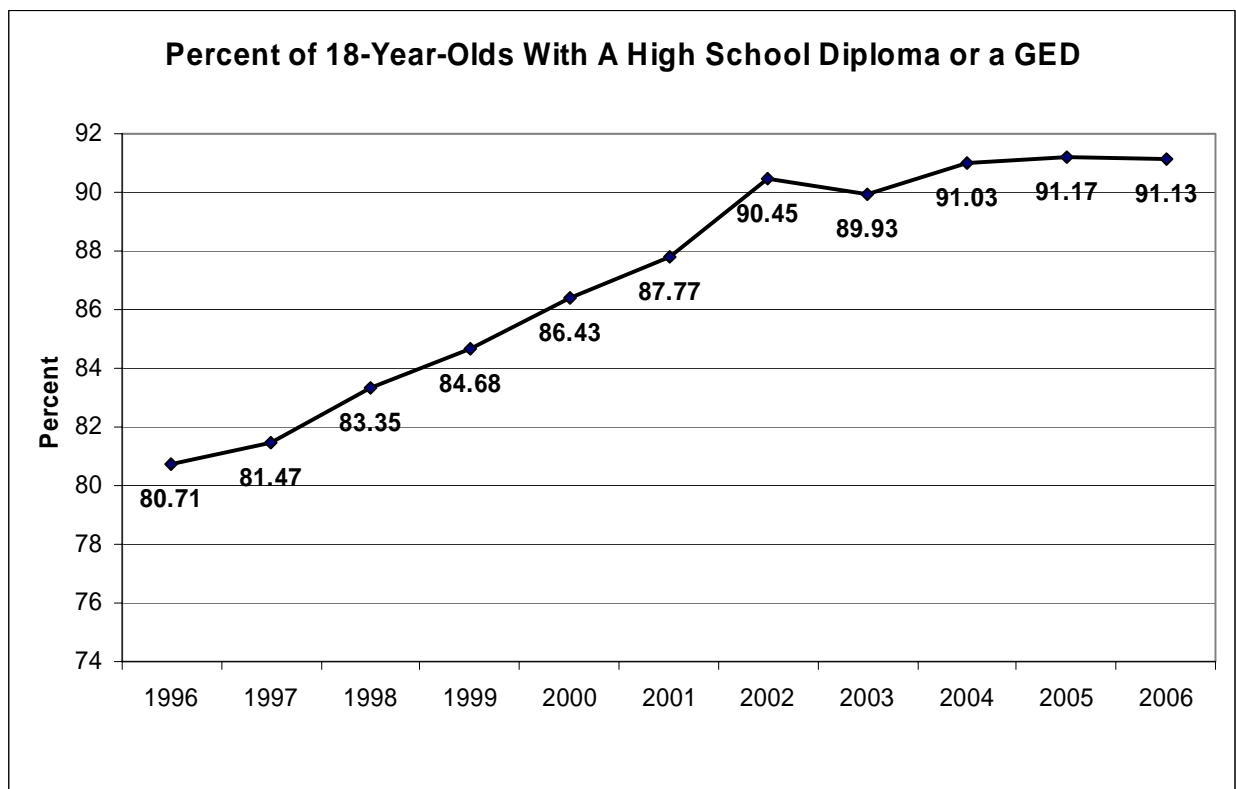
Web sites for additional information on Outcome 2 by objective			
Resources	Objective		
	1	2	3
http://dese.mo.gov/divimprove/fedprog/earlychild/	•	•	•
http://dese.mo.gov/divspced/EffectivePractices/ECSEpage.html	•		
http://dese.mo.gov/divcareered/facs_index.htm	•		
http://nieer.org		•	
http://www.readykidsmo.gov	•		

III. KEY OUTCOME

Increased percentage of 18-year-olds
with a high school diploma or a
General Educational Development
(GED) certificate

What's the trend?

Since 1996, Missouri has shown slow but steady progress in increasing the percentage of 18-year-olds with a high school diploma or a General Educational Development (GED) certificate, moving up from 80.7 percent to 91.1 percent.



Source: School Core Data, October 2006

About the measure: This measure is one of the priority results under the Management for Results Initiative. DESE's School Core Data section calculates the measure using core data as well as data collected by the Federal Programs and Adult Education and Literacy sections and private school graduation data.

Why is this outcome important?

A high school diploma or GED credential is essential if Missourians are to meet their potential in terms of economic and educational success. According to the July 2002 Current Population Reports (CPRs) from the U.S. Census Bureau, earnings for workers ages 25 to 64 from 1997-1999 averaged \$25,900 for a high school graduate. Those potential earnings dropped to \$18,900 for workers who did not complete high school. According to the report, the earnings differences compound over a lifetime. A dropout would have estimated lifetime earnings (in 1999 dollars) of \$1 million, while completing high school would increase those earnings by another quarter-million dollars to

\$1,200,000. Completing some college would earn an individual \$1.5 million, an associate's degree would bring in \$1.6 million and a bachelor's degree would earn \$2.1 million over a lifetime.

How does Missouri compare to other states and the nation on this measure?

There are no comparable data for the nation or other states for this measure. However, the National Center for Education Statistics (NCES) provides a high school completion rate, which is based on the Current Population Survey (CPS) conducted annually by the U.S. Census Bureau. The NCES high school completion rate allows DESE to monitor, for each state and for the nation, the percentage of 18-to-24-year olds not currently enrolled in high school who have a high school diploma or GED. The NCES publishes the rate as a three-year average in its annual report "Dropout Rates in the United States." According to the 2001 edition, the high school completion rate for the nation has increased only by 3 percentage points during the past three decades, hovering around 85 to 86 percent since 1985. Comparatively, the school-completion rate in Missouri has increased by 2.3 percent during the past decade compared to a national increase of just 0.8 percent. The data show that 90.4 percent of Missourians ages 18 through 24 completed high school on average for 1999-2001. Missouri ranks 13th among states on this school-completion measure. Completion rates for the same period for neighboring states show Iowa at 92.4 percent, Illinois at 88.4 percent, Arkansas at 86.7 percent and Kansas at 88.2 percent. The rate for the nation as a whole is 86.3 percent.

III. KEY OUTCOME: 18-year-olds with a high school diploma or GED (Continued)

KEY OBJECTIVE 1

Decrease the state's annual dropout rate
to 3 percent by 2009

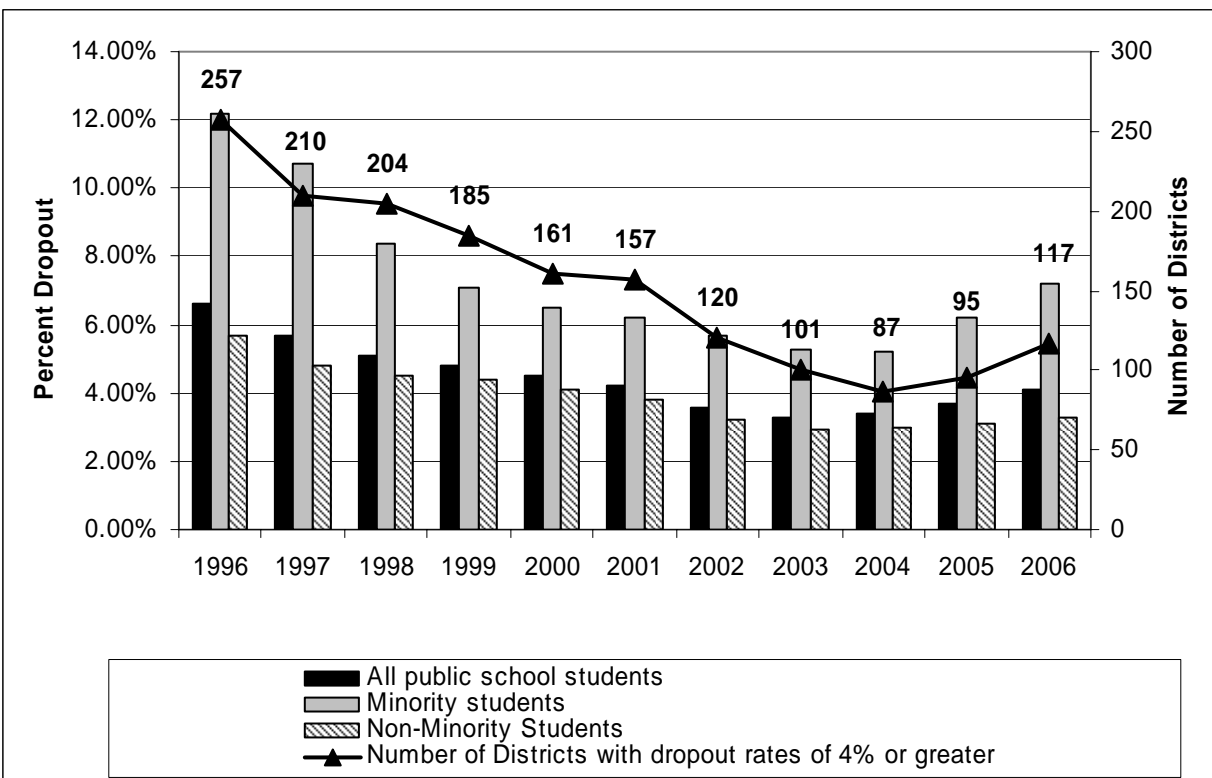
What's the trend?

The state's dropout rate in 2006 was 4.1 percent. The rate for minority students increased in 2006 to 7.2 percent from a low of 5.2 percent in 2004.

Breakout data show a larger decrease in the dropout rate for minority students between 1999 and 2004 than for non-minority students. The overall dropout rate has increased from a low of 3.3 percent in 2003 to 4.1 percent in 2006.

The number and percentage of school districts with a 4-percent or higher dropout had been decreasing from 251 districts (56 percent) in 1996 to a low of 87 districts (19 percent) in 2004. In 2006 117 districts (26 percent) had a dropout rate in excess of 4 percent.

Statewide dropout rate



Source: School Core Data (public school data only), October 2006

About the measure: In the statistics above, non-minority students are “white, non-Hispanic” and minority students are “black” and “Hispanic.” The dropout rate equals: (grade 9-12 dropouts divided by grade 9-12 average enrollment) multiplied by 100. Average enrollment equals: September enrollment plus transfers-in minus transfers-out minus dropouts added to the total September enrollment and then divided by 2. The data reflect revisions for multiple years made through October 2005.

Why is this objective important?

The KIDS COUNT in Missouri 2003 data offer several findings that support the importance of this objective:

- The economic impact of dropping out of high school is dramatic. High school dropouts are three times as likely as graduates to be poor, and dropouts make up nearly half of the heads of households receiving public assistance. Dropouts are approximately half of the U.S. prison population. Economic prospects for dropouts will become even gloomier as more jobs require advanced skills and technical knowledge.
- Children who are born to undereducated parents face the highest odds of living in chronic poverty. In 1995, the poverty rate was 57 percent for children living with parents who had dropped out of school but only 4 percent for children living with at least one parent with a college degree.
- For young women, dropping out of school is linked closely to teen pregnancy. Female dropouts are more likely to become teen parents, and pregnant teens are more likely to drop out. Teen mothers have half the lifetime earnings of women who have children after age 20. Parental education is the single best predictor of grade repetition — more than family income, poverty status, family structure, ethnicity or family size. Nationally, 33 percent of children whose parents have less than a high school diploma had repeated a grade, as compared to only 21 percent of children whose parents have high school diplomas and 9 percent of children whose parents are college graduates.

How does Missouri compare to other states and the nation on this measure?

Because states vary in their definitions of dropouts as well as in their methodologies for data collection, collecting comparable dropout rates is difficult. However, the NCES has developed a standard definition and standard data-collection procedures currently followed by 45 states. Based on this methodology, Missouri had a 2001-2002 dropout rate of 3.6 percent. Neighboring states adhering to this standard for the same period included Iowa with a dropout rate of 2.4 percent, Illinois with 6.4 percent, Arkansas with 5.3 percent, Kansas with 3.1 percent, Kentucky with 4.0 percent, Nebraska with 4.2 percent, Oklahoma with 4.9 percent and Tennessee with 3.8 percent. (The NCES will not compute a national rate until all states can be included in the calculation.)

Comparative state-to-state data on the gap between minority and non-minority dropout rates are beginning to be made available. Currently, 43 states are able to report data by race and ethnicity. According to NCES, Missouri ranks 25th with a non-minority dropout rate of 3.9 percent. The black, non-Hispanic rate is 6.2 percent, ranking the state 12th; and the Hispanic rate of 7.4 percent ranks the state 15th. National information gathered by NCES reflects a trend similar to Missouri's — overall dropout rates are decreasing, but those for minority groups remain higher. Over the past quarter century, dropout rates for minority groups are higher than rates for non-minority students.

What factors influence this measure?

1. Programs that encourage students to complete school (A+ Schools, alternative schools and other programs for at-risk students) as well as a school-accreditation program that holds districts accountable for increasing school-completion rates

2. The strength of the economy, which affects job opportunities — a strong economy generally results in labor shortages, placing pressure on employers to meet staffing needs and possibly resulting in less emphasis on high school credentials
 3. Student mobility — according to the KIDS COUNT in Missouri 2001 data, “Children who move four or more times during their childhood are more likely to drop out than children who remain in the same school”
 4. Other social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates
 5. Local school district programs funded through the Foundation Formula that address the needs of at-risk students
-

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- provide in-service and professional-development programs that enable educators to better understand and adapt to individual learning styles and instructional needs. Emphasis will be placed on programs specifically geared toward the learning styles and cultures of racial- and ethnic-minority students.
- increase the availability and use of technology in Missouri school districts to help teachers meet a wide variety of student needs and learning styles, which will encourage students to stay in school.

Performance and accountability

DESE will:

- evaluate districts’ efforts, through MSIP, to reduce the dropout rate, which is the catalyst for a variety of improvements in Missouri school districts.
- monitor dropout rates, levels of parent involvement, at-risk student identification procedures and professional development to help school staff implement dropout prevention and intervention strategies.
- improve the process districts use to report dropout data, which includes procedures for disaggregating data for racial- and ethnic-minority groups.
- utilize MSIP process standards to improve data collection and data quality at local school districts.
- bring about changes in teaching practices through Missouri’s standards-based reform efforts, the Show-Me Standards and the Missouri Assessment Program (MAP), that benefit all students.

Funding

DESE will:

- target resources at school districts with high concentrations of racial-and ethnic-minority students to assist the districts in decreasing the dropout rate using strategies recommended in the 1997 DESE report “Raising the Bar — Closing the Gap.”

Best practices and technical assistance

DESE will:

- work with school districts to fully implement the Missouri Comprehensive Guidance Program.
- work with school districts in developing successful parental involvement programs.
- promote High Schools That Work (HSTW) as a whole-school, research- and assessment-based reform effort for grades 9 through 12.
- promote programs such as the Missouri Option Program and A+ Schools, which encourage students to stay in school and obtain their high school diplomas.
- refer dropouts reported to the State Literacy Hotline to the nearest Adult Education and Literacy (AEL) program for GED attainment.
- promote successful reading programs.
- assist districts in longitudinally analyzing student performance by using the MOSIS system.
- utilize MSIP process standards to improve data collection and data quality at local school districts.

Communication

DESE will:

- develop online resources to improve communication with citizens, members of the education community and policy-makers about statewide school-improvement initiatives and efforts to reduce the dropout rate.
- promote use of the Missouri Career Information Management System in order to establish a focus on school retention and careers for students.

Collaboration

DESE will:

- increase interagency collaboration and cooperation at the state and local levels regarding youth services affecting school retention and GED attainment, as well as career-success strategies found in the 1998 Workforce Investment Act (WIA).
- offer services to high-school-age youth with disabilities through the Missouri Vocational Rehabilitation Transition from School to Work program. Services are available in 361 of the 449 high schools in Missouri.
- facilitate community and cultural support systems such as partnerships between schools and businesses.

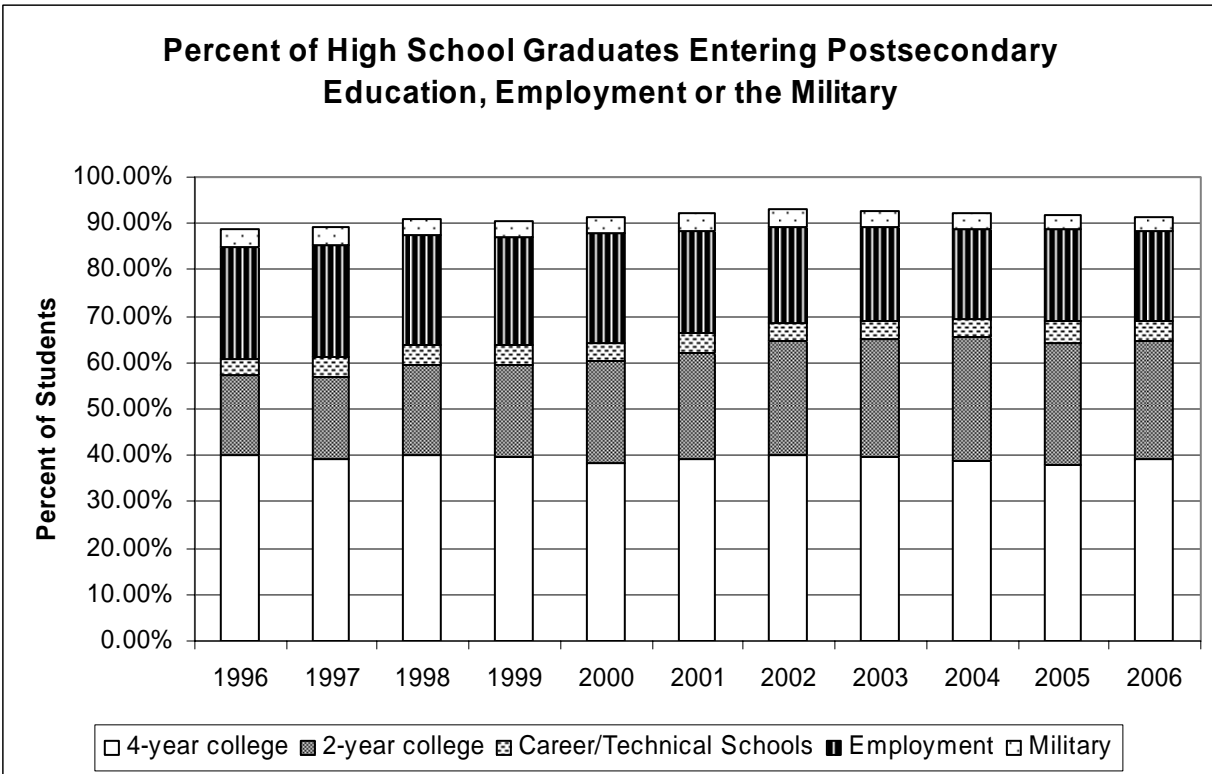
III. KEY OUTCOME: 18-year-olds with a high school diploma or GED (Continued)

KEY OBJECTIVE 2

Increase to 96 percent by 2008 the number of high school graduates entering postsecondary education, employment or the military

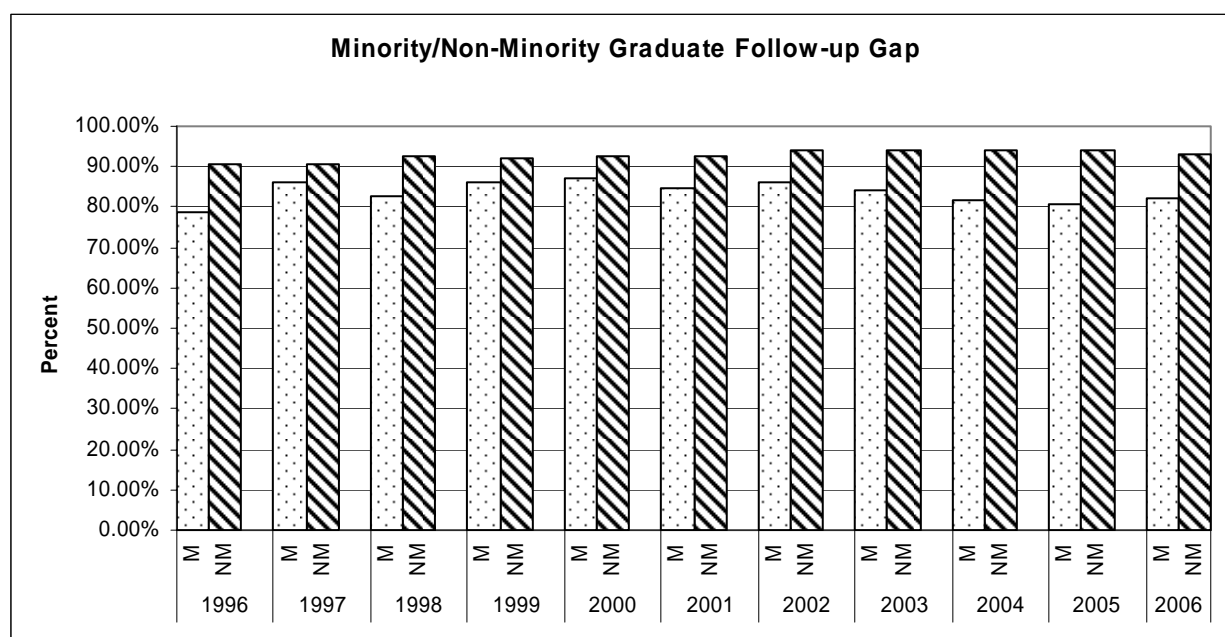
What's the trend?

During the past 11 years, Missouri high school graduate analysis has shown relatively stable levels of graduates entering the military directly after high school. Employment has decreased from 24.5 percent in 1996 to 19.3 percent in 2006. Gains have been realized in the number of high school graduates entering postsecondary education, particularly in the percentage of graduates entering two-year institutions. That number grew from 17.7 percent in 1996 to 26.5 percent in 2006. At least part of this growth can be attributed to the A+ Schools program, which provides eligible students with tuition and fees to attend Missouri public community colleges or area career centers.



Graduate Follow-up Data

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
4-year college	40.10%	39.40%	39.90%	39.80%	38.50%	39.30%	39.50%	39.60%	38.60%	38.1%	39.2%
2-year college	17.10%	17.70%	19.40%	19.80%	22.00%	22.80%	24.6%	25.50%	26.80%	26.30%	25.50%
Career/Technical Schools	3.40%	4.10%	4.40%	4.00%	3.80%	4.10%	3.90%	4.00%	4.10%	4.40%	4.20%
Employment	24.50%	24.20%	23.80%	23.60%	23.70%	22.30%	21.00%	20.00%	19.50%	19.80%	19.30%
Military	3.60%	3.60%	3.50%	3.40%	3.20%	3.60%	3.60%	3.60%	3.40%	3.40%	3.10%
Total	88.70%	89.00%	91.00%	90.60%	91.2%	92.1%	92.60%	92.70%	92.40%	92.00%	91.30%



Source: School Core Data, October 2006

Note: * Figures rounded

About the measure: In the above statistics, non-minority students are “white, non-Hispanic” and minority students are “black” and “Hispanic.” Students entering postsecondary education include those who entered accredited two- and four-year colleges and universities, as well as students who entered other postsecondary programs. Graduate follow-up information is reported in February of the year after graduation. In this chart, the data are presented according to graduating class.

Why is this objective important?

The future goals of Missouri students have a direct impact on high school retention and completion rates. Employment, military enlistment and entry into postsecondary education are all indicators that high school students have positioned themselves to attain skills and knowledge through hands-on or formal settings.

How does Missouri compare to other states and the nation on this measure?

DESE is seeking data from other states to determine how Missouri compares on this measure.

What factors influence this measure?

1. Skill sets obtained during high school that might not provide employability for available jobs or entry into postsecondary institutions
 2. Geographic and financial accessibility could pose barriers to entering postsecondary education
 3. Programs that encourage students to complete high school (A+ Schools, Missouri Option, alternative schools and other programs for at-risk students), as well as a school-accreditation program that holds districts accountable for increasing school-completion rates
 4. The strength of the economy, which affects job opportunities — a strong economy generally results in labor shortages, placing pressure on employers to meet staffing needs and possibly resulting in less emphasis on high school credentials
 5. Social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates
 6. Changes in high school graduation requirements
-

KEY STRATEGIES AND ACTIONS

Best practices and technical assistance

DESE will:

- support and expand initiatives that integrate academic and career education to prepare youth for employment, military service or postsecondary education.
- support the use of existing and new technologies to facilitate service delivery for youth and adults, including those with disabilities.
- establish cooperative agreements linking education, career preparation and transition to employment services.
- improve the process that districts use to report graduate follow-up data by developing templates and a standard methodology for collecting the data.
- identify districts of concern and utilize Success Teams to assist districts and evaluate progress.
- promote the implementation and continued use of Missouri's Comprehensive Guidance Program by providing in-service training for school district personnel.
- promote HSTW as a whole-school, research- and assessment-based reform effort for grades 9 through 12.
- encourage career education and occupational technical training that lead to postsecondary education and/or employment.
- provide both funding and incentives for school districts to continually improve performance in career education using standards for secondary career education under the Carl D. Perkins Vocational and Technical Education Act of 1998.
- encourage participation in A+ Schools, in which students can earn the opportunity to pursue a two-year degree, with paid tuition and fees, at Missouri public community colleges or career/technical schools.

- assist districts in longitudinally analyzing student performance by using the student identification system.
- utilize MSIP process standards to improve data collection and data quality at local school districts.
- promote the use of dual credit, Advanced Placement and International Baccalaureate programs.
- promote the development and use of articulation agreements between secondary and postsecondary schools.
- increase the number of statewide articulation agreements.

Performance and accountability

DESE will:

- encourage districts to strive to meet accreditation standards, which include: “The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.”
- utilize the MOSIS centralized data-collection system to improve the reliability of required dropout reports.

Collaboration

DESE will:

- collaborate with other state agencies, businesses and industries to establish a comprehensive system of workforce education and preparation.
- follow A+ Schools program graduates through two years of postsecondary education, with the cooperation of the Coordinating Board for Higher Education, to determine the percentage successfully completing a postsecondary program.
- support initiatives for youth with disabilities that promote parental involvement, improvements in Individualized Education Program (IEP) development, postsecondary options through transition planning and linkages with the business community.
- coordinate and provide electronic links to Missouri Career Centers.
- increase interagency collaboration and cooperation with the Workforce Investment Act at the state and local levels in order to impact career-success strategies and services for youth.
- offer services to high-school-age youth with disabilities through the Missouri Vocational Rehabilitation Transition from School to Work program.

Key programs for Outcome 3

Matrix of DESE key programs for Outcome 3 by objective		
Program name	Objective	
	1	2
A+ Schools	•	•
Alternative education centers, located at area career centers	•	•
Alternative schools, supported by the Safe Schools program	•	•
Carl D. Perkins Vocational and Technical Education Act of 1998		•
Charter schools that serve at-risk students	•	•
High Schools That Work	•	•
Migrant Education and English Language Learning (MELL) program	•	•
Missouri Career Information Management System	•	•
Missouri Comprehensive Guidance program	•	•
Missouri Option program	•	•
Missouri School Improvement Program (MSIP)	•	•
Missouri Student Information System (MOSIS)	•	•
Practical Parenting Partnerships (PPP)	•	•
Reading First grants	•	•
School and business/community partnerships	•	
Special education programs and services	•	•
Statewide articulation agreements	•	•
Title I program	•	•
Transition from School to Work	•	•
Workforce Investment Act	•	•

For more information

Websites for additional information on Outcome 3 by objective		
Resources	Objective	
	1	2
http://dese.mo.gov/divcareered/	•	•
http://vr.dese.mo.gov	•	•
http://dese.mo.gov/schooldata	•	•
http://www.acenet.edu/clll/index.cfm	•	•
http://dese.mo.gov/divimprove/coredata/index.html	•	•
http://missouricareereducation.org	•	•
http://nces.ed.gov/	•	•
http://ed.gov/about/offices/list/ovae/index.html	•	•
http://www.sreb.org/programs/hstw/hstwindex.asp	•	•
http://mo.kuder.com	•	•

IV. KEY OUTCOME

Improved performance of career-preparation, employment, workforce-advancement and independent-living programs

What's the trend?

Fiscal Year 2000 was the first year federal performance standards were in place for the Carl D. Perkins Vocational and Technical Education Act, the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. DESE's efforts are focused on continually improving the performance of these individual programs.

Fluctuations in national, state and local economies affect job placement and retention measures for all three programs. Placement efforts have shown incremental gains despite these challenges although some adult-training opportunities have been reduced due to budget constraints since FY2002.

Coordination and collaboration among state-agency partners at the state and local levels helps in increasing customer access to services and providing comprehensive support services where needed.

Why is this outcome important?

In 1998, Congress passed the Carl D. Perkins Vocational and Technical Education Act and the Workforce Investment Act, which contains the Adult Education and Family Literacy Act and the Vocational Rehabilitation Act. These laws hold states accountable for meeting certain performance standards in adult education, career education and vocational rehabilitation. Missouri must attain these standards in order to maintain current funding and qualify for financial incentives.

The failure to address these challenges would leave Missouri youth and adults without access to the quality education and support they need to achieve their career objectives and to contribute to our state's economic prosperity. Without a strong workforce, Missouri cannot attract and keep businesses, industries or jobs. Without jobs, Missourians would be unable to support their families and develop their communities. Higher unemployment rates would bring a greater dependence on public assistance, more widespread poverty and increased crime rates.

Independent Living (IL) services help individuals with disabilities manage their own affairs, participate in day-to-day life in the community, fulfill a range of social roles, and make decisions leading to self-determination and minimizing or eliminating physical and psychological dependence on others.

Individuals with disabilities who are unable to work can live independently with the assistance of disability benefits. The Social Security Administration (SSA) manages two programs that provide benefits according to disability: Title II is based on an individual's earnings record, and Title XVI benefits are determined by an individual's limited income and resources. The Missouri Disability Determination Services (DDS) section is responsible for making medical eligibility determinations using SSA regulations. Without such benefits, Missourians who have severe disabilities that prevent them from engaging in gainful employment would be unable to live independently, support their families or support the local and state economies.

Missouri's Sheltered Workshop program is supported by DESE, which provides a portion of the funding. This program is critical in providing meaningful, dignified work to more than 7,000 Missourians who otherwise would be unable to find employment in a competitive job environment. The primary source of income for the workshops is contract labor with businesses. Workers are paid a special minimum wage based on prevailing wage rates in the community and the workers' ability to produce to an industry standard. In 2004, sheltered workshops generated \$86,257,941 in contract sales, and the state provided \$18,484,050 in assistance.

Output measures

	2003 (actual)	2004 (actual)	2005 (actual)	2006 (projected)	2007 (projected)	2008 (projected)	2009 (projected)
Total number of students in AEL classes	61,337	61,928	60,454	61,000	61,500	62,000	62,500
Number of Vocational Rehabilitation applicants and eligible people with physical and/or mental disabilities	34,078	33,000	31,421	31,167	31,000	31,500	32,000
Number of Social Security disability claims processed	84,532	87,532	79,190	74,799	78,500	78,900	81,000
Number receiving Independent Living services	12,887	18,294	14,893	15,500	16,000	16,500	17,000
Number of adult employees acquiring improved occupational skills through Customized Training	21,973 ¹	14,058 ¹	20,207 ²	21,465 ²	21,465 ²	21,465 ²	21,550
Career education secondary enrollment	152,983	144,782	155,389	154,511	158,500	158,750	158,900
Career education postsecondary enrollment	46,062	45,732	53,323	54,077	53,750	53,900	54,200
Adult career education enrollment	63,710	61,162	54,564	56,367	54,112	51,713	52,225
Sheltered Workshop employee count	7,287 ³	7,243 ³	7,297 ³	7,320 ³	7,350 ³	7,370 ³	7,400 ³

Source: Division of Career Education and Division of Vocational Rehabilitation, October 2006

Note: 1 – reflects budget reductions and withholdings

2 – assumes a static budget

3 – State budget reductions and slow economic growth have been reflected in decreased employment. Improved economic conditions could increase employment; a significant waiting list for employment exists at sheltered workshops.

For FY2004 and beyond, as per federal law, mandatory waiting lists pertaining to an eligible consumer's severity of disability (order of selection) were implemented on Oct. 1, 2003, and remain in place due to an insufficient budget to serve all eligible individuals. Individuals with the most severe disabilities are served first.

How does Missouri compare to other states and the nation on this measure?

Each state has negotiated unique performance levels for the Perkins Act and is held accountable for achieving those levels with an emphasis on continuous improvement. In addition, states are using a variety of testing and data-collection methods. This variety makes state-to-state and national comparisons impossible.

For FY05, the state's vocational rehabilitation program ranked ninth in the continental United States in terms of the percentage of Vocational Rehabilitation (VR) clients achieving employment after receiving services. Missouri's rate of 67.6 percent exceeded the national standard of 55.8 percent. Missouri also surpassed the rates of the following border states: Arkansas, 61 percent; Iowa, 58.1 percent; Kansas, 57.3 percent; Illinois, 55.5; and Nebraska, 54.2 percent.

The IL program's standards and assurances are used in evaluating compliance indicators, including the provision of IL core services. Each year, VR must submit a compliance report to the Rehabilitation Services Administration, part of the federal Office of Special Education and Rehabilitative Services, in order to document how the standards are being met. It is difficult to compare service data among states due to the flexibility allowed for states to meet individual assurance categories and the option for states to provide these services directly or by contract or grant. VR ensures statewide access to IL services through a network of 21 Centers for Independent Living (CILs). During 2006, Missouri ranked fifth in the nation for the number of centers providing local community-based services.

The SSA is changing its business practices — its goal is to have all state agencies move from a paper process to a completely electronic process. Missouri DDS was chosen and certified by the SSA to be the first Modernized Integrated Disability Adjudicated System (MIDAS) state to roll out this electronic process. Missouri DDS was certified on Nov. 2, 2005, to operate using an entirely electronic process. The roll-out process is an arduous task because a dual system of both paper and electronic folders must be maintained. In addition, all staff must learn a new method of performing their work. This has been reflected in a decrease in production per work year (PPWY) in the Kansas City Region states of Iowa (268.5), Kansas (264.3), Nebraska (265.4) and Missouri (244.8). In 2005, Missouri's net accuracy rate was 95.6 percent. The Kansas City Region's rate was 96.3 percent, and the national rate was 96.3 percent. Missouri's processing time was 69 days for Title II claims and 66 days for Title XVI claims. The Kansas City Region processing time was 74 and 71 days respectively, while the national processing time was 88 and 89 days respectively.

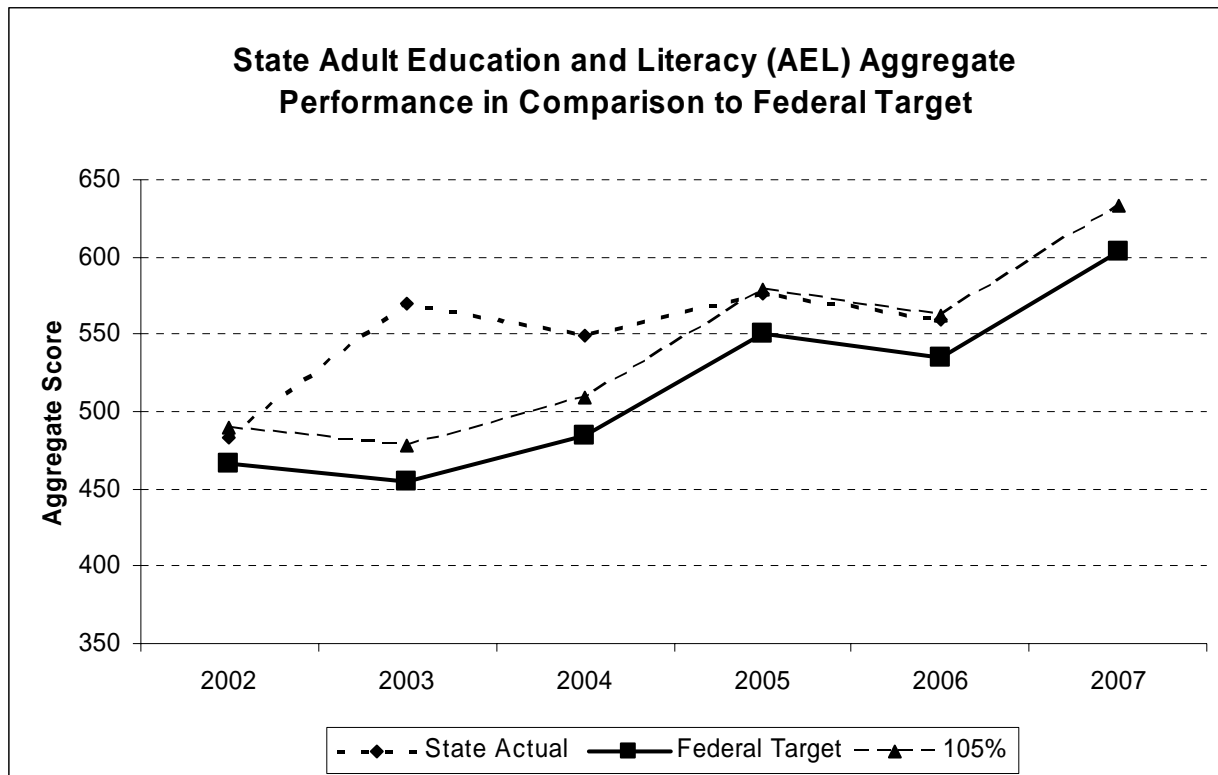
IV. KEY OUTCOME: Employment, workforce advancement, independent living (Continued)

KEY OBJECTIVE 1

Meet or exceed the aggregate federal AEL performance standards by 5 percent or more each year

The U.S. Department of Education establishes performance standards for adult education and literacy based primarily on academic gain, employment, employment retention and postsecondary education. The requirements for these measures are set out in the National Reporting System.

Aggregate AEL performance



Source: Division of Career Education, Adult Education and Literacy section

About the measure: There are five adult basic education; five English as a second language (effective with FY2006); and an entered employment, retained employment, entered postsecondary education and obtained a GED performance levels that are measured to determine the overall performance of the AEL program. These measures use data on students who participate in the AEL program for 12 hours or more. Academic gain is measured as follows: adult students entering the program are assessed using standardized tests in up to three subject areas — reading, math and/or language. The program-analysis system places the lowest pretest score in one of the functional-performance levels. Analysis of parallel student post-tests again places the student in one of the functional-performance levels. When the post-test analysis falls into a higher functional-performance level, the participant has achieved academic gain. Employment and postsecondary information is obtained through a contract with the University of Missouri–Columbia, and GED information is obtained through the Department’s GED program office. Local AEL programs submit student data on a quarterly basis. The data are then analyzed by state AEL staff.

Why is this objective important?

A participant's goals of achieving academic gain, employment, employment retention and postsecondary education are all central to the individual's self-sufficiency and economic prosperity. Likewise, such individual achievements contribute to the state's economic prosperity. The success of participants in meeting their goals is enhanced as they become role models for other adults and children. By meeting these goals, the state's AEL program will meet performance standards negotiated with the U.S. Department of Education.

A failure to address this objective would impact the ability of this program to meet its federal performance measures. This could limit opportunities for individuals to increase their academic and earning potential.

How does Missouri compare to other states and the nation on this measure?

Consistent and reliable data from other states are not available at this time.

What factors influence this measure?

1. Use of effective assessment tools and communication skills with participants to properly identify participant goals
 2. Retaining students in adult education and literacy activities
 3. The local economy, which affects areas such as employment and the retention of employment
 4. An appropriate environment for all students and conveniently located classes
-

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- support staff training.
- emphasize the need to assist AEL customers in goal development while considering their roles as family members, community participants, workers and lifelong learners.
- place additional emphasis on incorporating ESL instructional techniques into the beginning-teachers workshop and on increasing the number of ESL workshops available to teachers.
- support the use of appropriate technology in meeting a variety of learning styles and student needs (e.g., providing AEL services through distance-learning service providers).
- support the use of non-threatening learning environments (schools or career centers for on-site learning; homes, workplaces or libraries for online learning) for students to develop the skills to use English accurately and appropriately.

Best practices

DESE will:

- promote the open-entry/open-exit delivery of services and the number of full-service and satellite locations to aid in customers' access to services and their retention in services.
- promote the use of standardized tests and provide professional-development opportunities that allow teachers to monitor progress and follow up on learner advancement.
- provide additional resources and support to second-language acquisition and integration with relevant life experiences by emphasizing the development of critical-thinking, problem-solving and other culturally specific skills that are necessary for self-sufficiency.

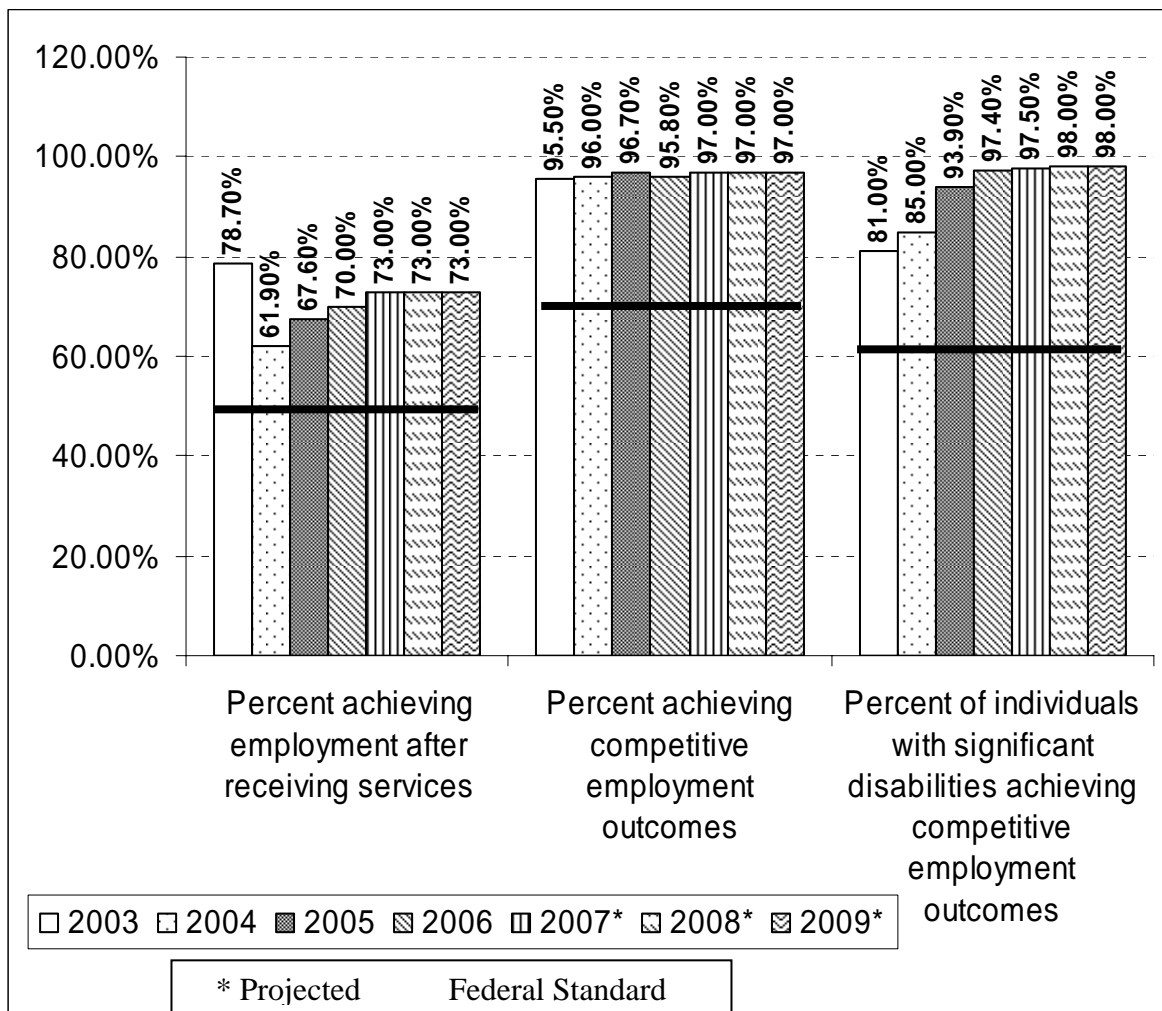
KEY OBJECTIVE 2

Obtain and maintain the percentage of Vocational Rehabilitation clients who achieve an employment outcome after receiving services at 72 percent through FY2009

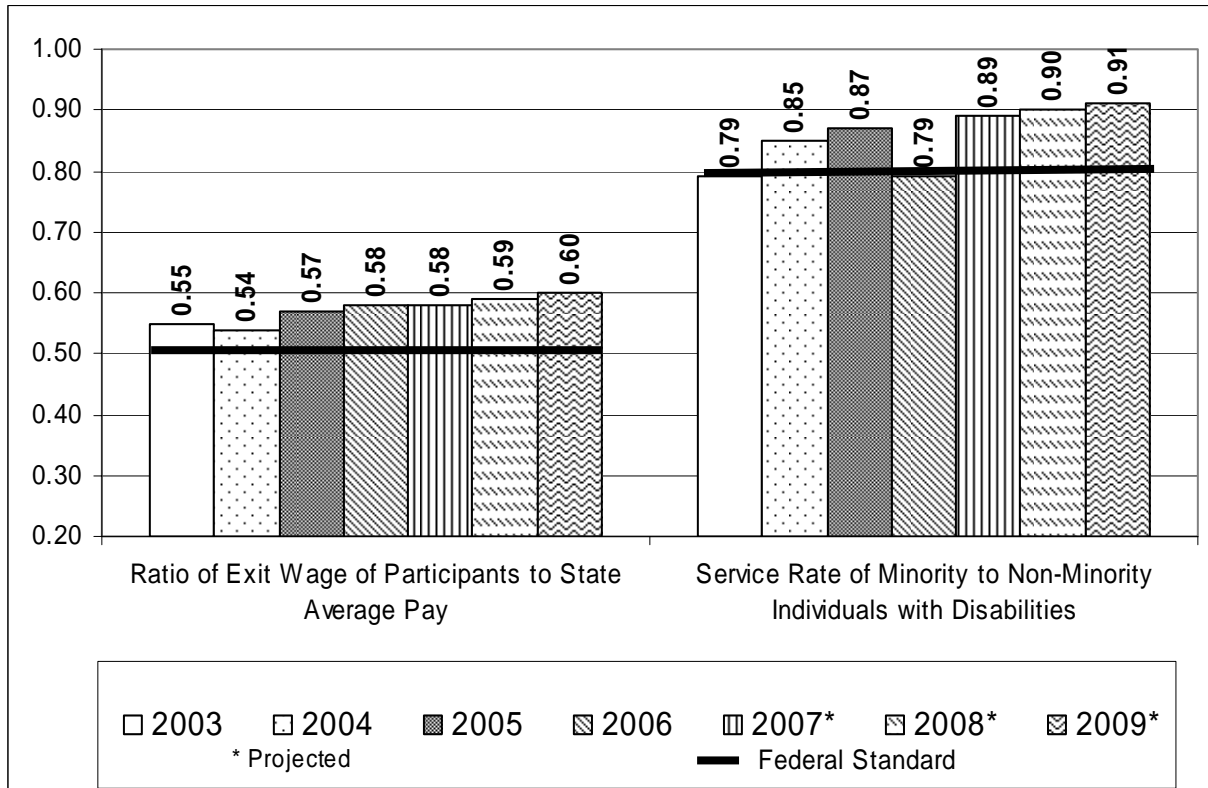
What's the trend?

On October 1, 2003, the Missouri Division of Vocational Rehabilitation implemented a waiting list (order of selection) with three priority categories due to insufficient funds to serve all eligible consumers. Eligible consumers with the most significant disabilities are required by law to receive services first (Category 1). Eligible consumers who have less significant disabilities are placed on a waiting list for services (Categories 2 and 3). This action has affected the total number of employment outcomes, the success rate, the number of referrals to VR and the number of consumers served.

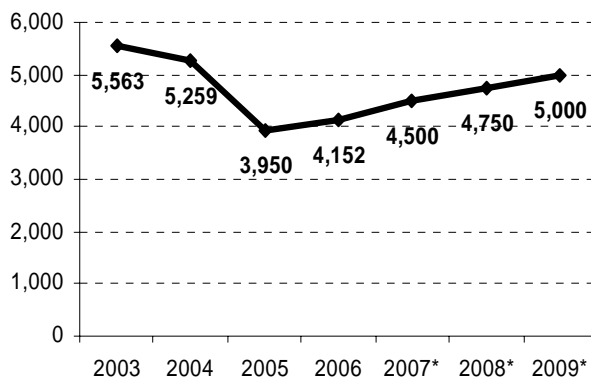
Performance measures for Vocational Rehabilitation



Performance measures for VR (Continued)



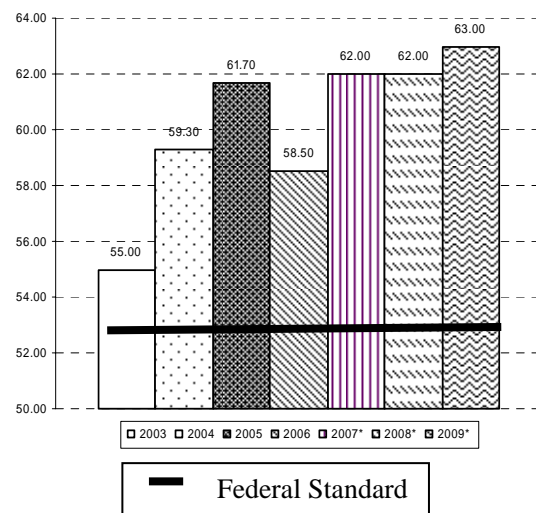
Number Achieving Employment Compared to Prior Period



Note: Beginning in FY2004, as per federal law, mandatory waiting lists pertaining to an eligible consumer's severity of disability (order of selection) were implemented and remain in place due to an insufficient budget to serve all eligible individuals. Individuals with the most severe disabilities are served first.

* Projected

Exiter/Application Difference¹



¹ The difference, reported as a number in the percent of VR Exiters in competitive employment reporting income as their primary source of support versus the percent of those at application who report income as their primary source of support.

* Projected

Why is this objective important?

Reaching competitive and integrated employment outcomes is a primary goal for the state's vocational rehabilitation program. When individuals obtain competitive employment, research shows that dependence on public assistance is reduced or eliminated, which saves state and federal resources. In addition, these individuals pay taxes and are provided with skills and knowledge to support themselves and their families. A failure to address this objective would impact the state's ability to meet the program's federal performance measures.

How does Missouri compare to other states and the nation on this measure?

Regarding the percentage of VR clients achieving employment after receiving services, Missouri's FY05 rate of 67.6 percent exceeded the national standard of 55.8 percent, as well as the rates for the following border states: Arkansas, 61 percent; Iowa, 58.1 percent; Kansas, 57.3 percent; Illinois, 55.5; and Nebraska, 54.2 percent.

What factors influence this measure?

1. Institution of waiting lists (order of selection)
2. Availability of jobs in the community
3. Availability of support services such as guidance and counseling, child care, and transportation
4. Access to community-supported employment services
5. Access to training and educational opportunities
6. Availability of assistive-technology services
7. Collaboration with Missouri Career Center partner organizations and other related agencies
8. Availability of qualified rehabilitation professionals to serve individuals with disabilities in every Missouri county

KEY STRATEGIES AND ACTIONS

DESE will:

- provide training through a federal in-service grant for the continuous development of staff.
- collaborate with other state agencies, service providers and client-advocacy groups to provide clients with the information to make informed choices regarding quality services and employment opportunities.
- increase the number of secondary schools participating in the Transition from School to Work program and the number of students receiving transition services.
- work with CILs in providing employment-support services and information on independent-living issues.
- expand community-based services through VR's service providers.
- use division strategic-planning teams to improve client satisfaction, develop client-retention plans in target areas of the state, recommend best case practices and increase competitive-employment outcomes.

- use the Missouri Rehabilitative Information System (MoRIS), a computer-based case-management system, to increase time spent with clients in obtaining successful employment outcomes and to monitor case quality.
- provide training to educate counselors on how to decrease diagnostic costs and application time by accepting the receipt of Social Security disability benefits as the basis for VR eligibility.

IV. KEY OUTCOME: Employment, workforce advancement, independent living (Continued)

KEY OBJECTIVE 3

Maintain a decision accuracy rate of 97 percent or better
and a turnaround time of 93 days or less
in processing Social Security disability claims

What's the trend?

The number of filed Social Security disability claims decreased during the past fiscal year. According to the SSA, this decrease was caused by changing demographics, a stabilized economy, improved medical treatment techniques, and legislative and court actions. Although the number of disability claims has gone down, staff turnover has outpaced this decrease. Missouri has been placed on a crucial hiring freeze by the SSA. Missouri DDS personnel decreased from 454 in 2002 to 374 in 2005. In July 2006, the SSA made plans to change the process for handling claims. The Kansas City Region will be fourth to roll out this new process, and the change is projected to occur in 2008.

Disability claim processing standards

	2003 (actual)	2004 (actual)	2005 (actual)	2006 (projected)	2007 (projected)	2008 (projected)	2009 (projected)
Accuracy rate	96.2%	97%	92.5%	94.8%	97%	97%	97%
Processing time	78 days	70.7 days	74.8 days	71.4 days	93 days	93 days	93 days
Claims processed	84,532	83,009	79,190	74,799	78,500	78,900	81,000

Source: Division of Vocational Rehabilitation, Disability Determination Section, April 2006

About the measure: In January 2005, Missouri began rolling out an electronic folder process called Document Management Architecture (DMA). The SSA's goal was to eliminate the handling of paper folders on initial claims through the DMA process by Nov. 2, 2005. This changed the business process for Missouri DDS. For each document of paper, case action or transaction, an electronic action had to take place. To be certified, the electronic case folder had to exactly duplicate the paper folder.

Why is this objective important?

The SSA estimates that approximately 76,100 disability determination claims have been processed in FY2006. Adequate funding and staffing help ensure that quality, accurate and timely decisions are made. If adequate funds are not granted, the recruitment and retention of quality staff would be adversely affected, resulting in decreased services to people with disabilities who might qualify for assistance.

How does Missouri compare to other states and the nation on this measure?

Missouri DDS has continuously ranked in the top 10 in many claims adjudicative areas. The adjudicators' average pending caseload is 83, while the national average is 138. Processing time is better than the national average by 19 days in Title II claims and 22 days in Title XVI claims. Productivity as measured by Production Per Work Year (PPWY) decreased from 262.8 in FY04 to 241.1 in FY05 due to the new dual work process from the electronic rollout. Missouri's Consultative Exam rate of 33 percent was below the national rate of 41.4 percent. In FY05, Missouri's medical

cost per case cleared was \$117.42, which was below the regional average of \$124.71 and the national average of \$119.95.

What factors influence this measure?

1. The type and level of claims received influence processing time — initial Title II/Title IX or concurrent claims, Continuing Disability Review (CDR) claims, and hearings all factor into the processing of Social Security disability claims
2. The availability of current medical evidence, the need to purchase additional medical evidence, timely responses from the medical community and changes in policy
3. The initial claims workload (60,332), which made up about 79 percent of Missouri DDS' total receipt workload (76,353) for FY05 and is typical for the workload (For the past several years, the initial workload has increased about 5 percent for each fiscal year. This trend reversed in FY05 due in part to changing demographics, a stabilized economy, improved medical treatment methods, and legislative and court actions.)
4. The DDS workload also includes Reconsiderations, requests from the Office of Hearings and Appeals, CDRs, Pre-Hearings and Disability Hearing Unit claims.
5. The hiring freeze imposed by the SSA since October 2002 — it has permitted three critical hires in September 2004, June 2005 and June 2006, but it continues to maintain the hiring freeze
6. The decreasing initial workload has not kept pace with the turnover rate of staff — Missouri had 75 less staff in FY05 (375) than it did in FY03 (450) — and all new hires require one year of extensive training before becoming productive

KEY STRATEGIES AND ACTIONS

DESE will:

- deliver high-quality, citizen centered service.
- protect the integrity of Social Security programs through superior stewardship.
- work to achieve sustainable solvency and ensure that Social Security programs meet the needs of current and future generations.
- manage and align the staff to support the goals of the agency.
- strive to make the right decisions as early as possible in the disability determination process.
- manage agency finances and link resources to performance outcomes.
- support reforms that ensure a more responsive disability program.
- recruit, develop and retain a high performing workforce.

KEY OBJECTIVE 4

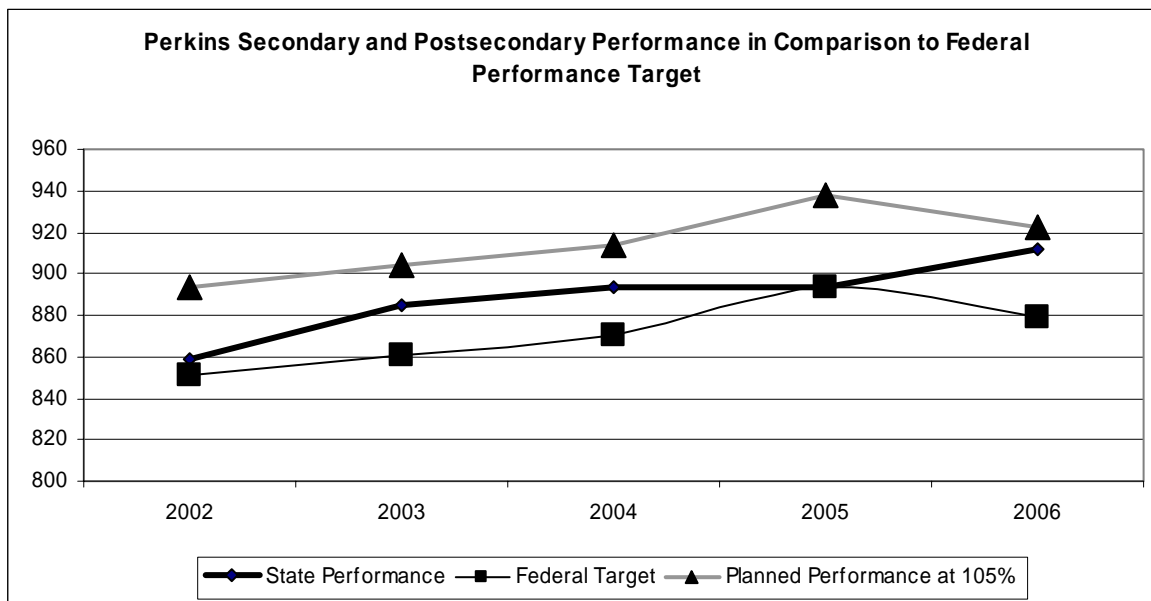
Meet federal performance standards by
5 percent or more each year for
secondary and postsecondary career education

What's the trend?

When Congress passed the Carl D. Perkins Vocational and Technical Education Act of 1998, the act's accountability measures became the cornerstone of career education. It immediately became necessary for each state to put an accountability system in place that would not only meet federal requirements but would also assist states in using data for program-improvement efforts.

DESE negotiates levels of performance with the U.S. Department of Education's Office of Vocational and Adult Education. Based on these negotiated levels and data submitted by local education agencies at the conclusion of the fiscal year, a percentage is calculated for each individual performance measure. The percentages for all of the individual performance measures, both secondary and postsecondary, are then bundled together. The overall goal is to meet federal performance by 5 percent or more each year.

Missouri's Perkins Performance (FY2002 to 2006 actual)



Source: Division of Career Education, Administration and Accountability Services, December 2006

Why is this objective important?

The Division of Career Education is responsible for the administration of state-funded and federally funded career education programs, services and activities within the state. The career education delivery system for secondary, postsecondary and adult students consists of 456 comprehensive high school districts, 57 area career centers, one state technical college, 12 community colleges with 17 campuses, eight four-year institutions and two state agencies. In FY2005, 155,389 secondary and 53,323 postsecondary students participated in career education activities.

According to the Office of Vocational and Adult Education, federal and state policy-makers consider career education to be a critical component of larger educational and workforce-development systems.

In March 2004, the Missouri Training and Employment Council released the “Missouri State of the Workforce Report,” which outlined strengths and weaknesses in Missouri’s workforce and related educational system. Among the recommendations was that Missourians must recognize and embrace the new knowledge-based economy. Accepted strategies included increased academic rigor and an expansion of the career education system.

One goal of the Perkins Act is to align career education with state and local efforts to reform secondary schools and improve postsecondary education. The Perkins Act accountability measures take today’s knowledge-based workplace into consideration. Academic performance is recognized as an integral part of occupational skill attainment.

Meeting or exceeding the adjusted levels of performance has resulted in incentive dollars for Missouri. More importantly, accountability data will be used to report to Congress on how career education affects students and how the funds provided are assisting students to meet academic and career education skill-attainment requirements.

How does Missouri compare to other states and the nation on this measure?

Because each state uses different methods of student assessment, state-to-state and national comparisons are not possible for Perkins performance data. Each state is measured against its own set of negotiated standards with an emphasis on continuous improvement.

What factors influence this measure?

1. Quality and appropriateness of data collected
2. Ability of districts to collect and analyze data in a timely manner
3. Follow-up on students
4. The cost of postsecondary education, which affects student participation and retention in postsecondary education
5. Fluctuations in the national, state and local economies that affect job placement and retention measures
6. The level of professional development of new teachers
7. Increases in high school graduation requirements

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- support the New Teacher Institute (NTI), a yearlong comprehensive professional development program for new career education teachers. The primary purpose of NTI is to equip beginning career educators in developing the teaching and instructional-management skills needed to perform effectively in the classroom and laboratory.
- support the Career Education Mentoring Program, which assists new and returning career education teachers/counselors by pairing them with experienced mentors for guided activities throughout the school year.
- support the Missouri Center for Career Education, which provides quality curricula and research, targeted professional development and innovative instructional resources that support the career and technical education system in Missouri.

Best practices and technical assistance

DESE will:

- participate in U.S. Department of Education technical-assistance and in-service activities.
- provide technical assistance and in-service trainings to local education agencies through the Missouri School Improvement Program and Perkins technical-assistance reviews.
- provide a Web-based Perkins application that allows for a less complicated submission process at the local level and a timely review/approval process at the state level.
- support initiatives such as High Schools That Work and Project Lead the Way, which encourage Missouri students to link technical skills with academics and high achievement
- support career and technical student organizations (CTSOs) that assist students in achieving academic success, skill attainment and leadership ability.

Performance and accountability

DESE will:

- develop centralized data collection and improve the reliability of required accountability reports by developing a state education identification system.

Funding

DESE will:

- support the Vocational-Technical Education Enhancement Grants for high-demand occupations; these grants assist school districts in improving program services, equipment and curriculum development.
- support the effective use of existing and new technologies to aid in service delivery for adults, including those with disabilities.
- support customized training, short-term training and basic-skills training in the workplace and at other locations in order to improve skills and productivity.

Implementation

DESE will:

- execute the approved state plan for career education as required by the Carl D. Perkins Vocational and Technical Education Act of 1998.
- incorporate appropriate findings and recommendations from the Missouri Training and Employment Council's March 2004 "Missouri State of the Workforce Report."

Collaboration

DESE will:

- work together with other state agencies to establish a comprehensive system of workforce preparation.
- establish cooperative agreements linking education, career preparation and transition to employment services for adults, including those with disabilities.
- develop statewide articulation agreements and dual-credit agreements among secondary and postsecondary schools to reduce the cost and time in training for students.

Communication

DESE will:

- implement a comprehensive communications plan designed to create a greater understanding of and increased interest in the opportunities and benefits of career education for Missouri students.

IV. KEY OUTCOME: Employment, workforce advancement, independent living (Continued)

KEY OBJECTIVE 5

Increase the number of people with significant disabilities who receive Independent Living services by 14 percent, from 14,893 in FY2005 to 17,000 by FY2009

What's the trend?

VR administers the Independent Living (IL) grant program through a statewide network of 21 Centers for Independent Living (CILs). The trend has been to increase the number of individuals with significant disabilities receiving IL services each year. This has been accomplished by using outreach activities conducted through the centers.

	2003 (actual)	2004 (actual)	2005 (actual)	2006 (projected)	2007 (projected)	2008 (projected)	2009 (projected)
Number of people with significant disabilities who receive IL services	12,887	18,294	14,893	15,500	16,000	16,500	17,000

Source: Division of Vocational Rehabilitation, April 2006

About the measure: Data about the number of individuals receiving IL services are reported in the Federal Independent Living Section 704 report.

Why is this objective important?

CILs provide a variety of services to consumers that include the four core services: information and referral, advocacy, peer counseling, and independent-living skills training. Programs and services provided by CILs result in:

- educating community leaders to promote equal access and improve the quality of life for all community members.
- consumers accessing community resources to manage their own personal needs.
- consumers accessing and developing alternative community resources to lessen the monetary strain on state and local service agencies.

Skills training enhances the quality of life for people with disabilities and fosters inclusion in community life. These services benefit participants by allowing them to live with greater independence and to direct and be responsible for their own lives in a more cost-effective manner.

How does Missouri compare to other states and the nation on this measure?

According to data provided by Independent Living USA, Missouri was fifth among the 50 states in 2006 for the number of community-based centers providing local access to services. However, there are no national reporting databases for comparing service standards for the IL programs.

What factors influence this measure?

1. Availability of public transportation and accessible housing
 2. Systemic barriers in federal and state Medicaid regulations
 3. Budget constraints on state-funded programs impact program operations, outcomes and outputs
-

KEY STRATEGIES AND ACTIONS

DESE will:

- collaborate with the Missouri Departments of Social Services, Health and Senior Services, and Mental Health to provide meaningful choices and quality services to consumers, thus realizing the cost-effectiveness of resource sharing.
- develop and sustain partnerships at the government and local levels with consumer involvement to ensure that effective strategies are designed to improve support in the community and to sustain independence and inclusion.
- identify resources and develop initiatives that expand statewide IL services, enabling people with disabilities to live independently.
- work with CILs to promote self-advocacy, peer counseling, independent living skills training, and information and referral to facilitate independent living options for consumers in their communities.

Key programs for Outcome 4

Matrix of DESE key programs for Outcome 4 by objective					
Program name	Objective				
	1	2	3	4	5
A+ Schools				•	
Adult Community Education System (ACES reporting system)	•				
Articulation agreements/dual credit agreements				•	
Automotive Youth Education Systems (AYES)				•	
Career and technical student organizations (CTSOs)				•	
Career Education Mentoring Program				•	
Centers for Independent Living					•
CISCO academies and other nationally recognized computer-networking or repair certifications				•	
Community rehabilitation programs		•			
Disability Determination Services			•		
Family literacy with ESL focus	•				
Federal Ticket to Work Program		•			
Federal/state home- and community-based services					•
GED Online	•				
High Schools That Work (HSTW)				•	
Kuder Career Planning systems				•	
Missouri AEL Professional Development Center	•				
Missouri Career Centers		•			
Missouri School Improvement Program (MSIP)				•	
Missouri Student Information System (MOSIS)				•	
New Teacher Institute (NTI)				•	
New Traditions Regional Resource Centers				•	

Project Lead the Way (PLTW)				•	
Social Security Administration			•		
Supported-employment programs		•			
Tech Prep				•	
Transition from School to Work program		•			
Vocational-Technical Education Enhancement Grants				•	

For more information

Websites for additional information on Outcome 4 by objective					
Resources	Objective				
	1	2	3	4	5
http://dese.mo.gov/divcareered/	•			•	
http://vr.dese.mo.gov		•	•		•
http://www.ed.gov/about/offices/list/ovae/pi/adulted	•			•	
Missouri State Rehabilitation Council Annual Report, FY2005		•			
http://www.ssa.gov			•		

V. KEY OUTCOME

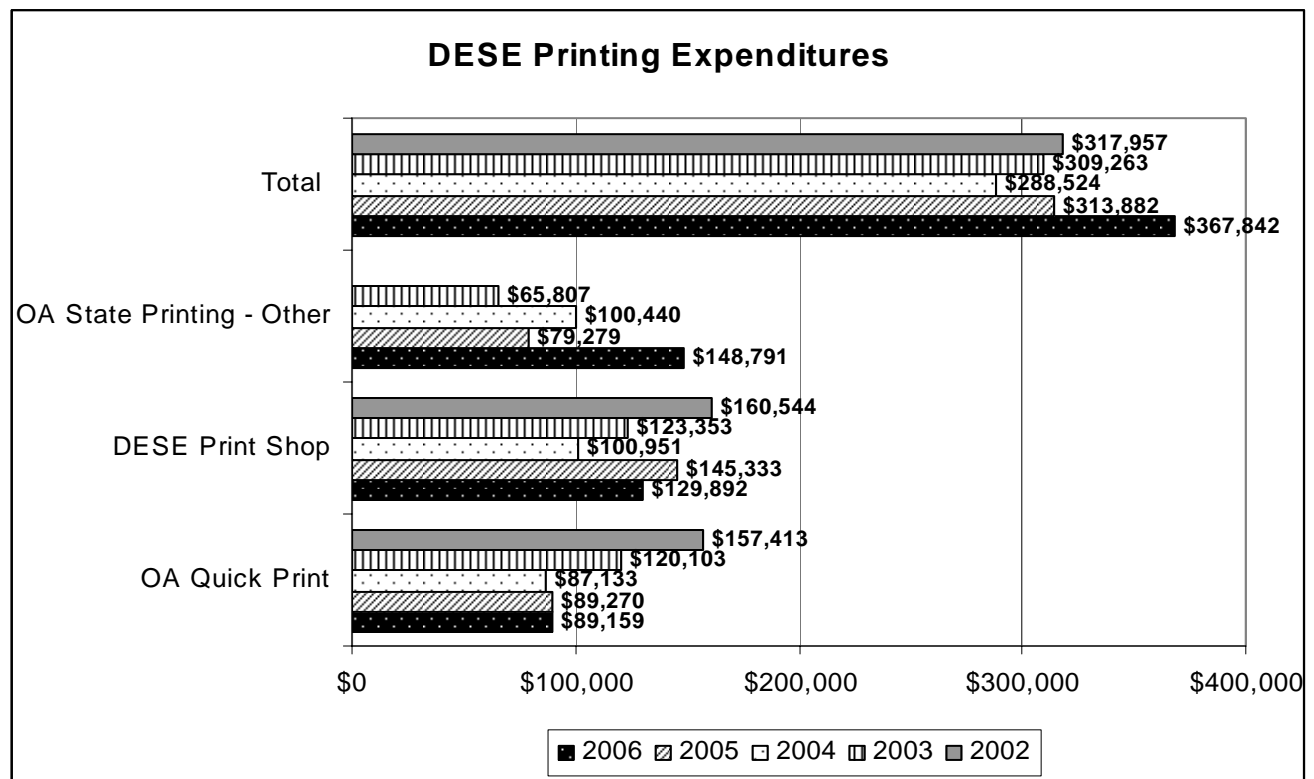
Effective and efficient Department operations

KEY OBJECTIVE 1

Decrease printing costs while improving publication quality

What's the trend?

To determine if printing costs are decreasing, expenditures of the Department's print shop, as well as the Department's expenditures for OA Quick Print services and negatives from OA State Printing since 2000, have been tracked. The purchase of a computer-to-plate system at the DESE print shop in 2002 helped reduce both negative and Office of Administration (OA) Quick Print costs dramatically without significantly increasing the DESE print shop's costs. However, the DESE print shop was closed in July 2006, and printing that was previously done in-house now goes through OA State Printing, a move that may affect costs in the coming years.



Source: Accounting and Procurement section

Why is this objective important?

- Decreasing budgets and funding, as well as the loss of the DESE Print Shop, make it necessary to save on printing costs.
- More customers access the Web on a regular basis and view an increasing number of publications online.

- Publication quality varies across the Department. Not all divisions submit their publications to the Publications and Printing section. Improvements consistent with high-quality publications are needed.
-

KEY STRATEGIES AND ACTIONS

DESE will:

- emphasize policies and procedures to ensure that staff members use the most cost-effective printing methods and materials.
- establish and enforce guidelines to help staff ensure publication consistency in print and on the Web.
- offer timely, thorough publication editing and design services.
- encourage staff to place relevant information on the DESE Web site and reduce the need for printed material.
- advise staff on cost-effective publication choices, such as ink and paper selection, design issues and mailing options.
- advise and collaborate with staff to determine what publications could be produced only for the Web and not printed. Publications and Printing offers the same editing and layout services for Web-only publications as it does for printed materials.
- encourage divisions to review communication needs and reduce costs where possible.
- track recurring print jobs in order to establish an ongoing calendar.
- gather data about internal DESE customer satisfaction through an online survey.
- continue working on the Publications and Printing intranet site.
- increase staff awareness of the services offered by the Publications and Printing section by meeting with cross-division liaisons regularly and including information about printing services and costs in employee orientation/training.

KEY OBJECTIVE 2

Decrease mailing costs

What's the trend?

Administrative budget pressures remain and postage costs have increased. Contract-carrier costs are also expected to increase as fuel costs escalate.

DESE POSTAGE EXPENDITURES	2002	2003	2004	2005	2006
U.S. Postal Service	\$307,772	\$337,425	\$232,188	\$285,179	\$262,466
UPS	\$19,616	\$23,868	\$25,647	\$25,758	\$24,252
AAA Mailing Service	\$8,445	\$6,426	\$5,727	\$4,999	\$4,405
Federal Express	\$2,042	\$2,352	\$2,157	\$252	\$0
Minus End-of-Year Reserve	\$-39,673	\$-26,935	\$-43,429	\$-57,182	\$-47,800
TOTAL	\$298,202	\$343,136	\$222,290	\$259,006	\$243,323

Why is this objective important?

Increased efficiency has caused a reduction in costs even while the Department has experienced postage increases in Fiscal Years 2002 and 2006. UPS has also increased its prices in Fiscal Years 2002, 2003, 2004 and 2005.

KEY STRATEGIES AND ACTIONS

DESE will:

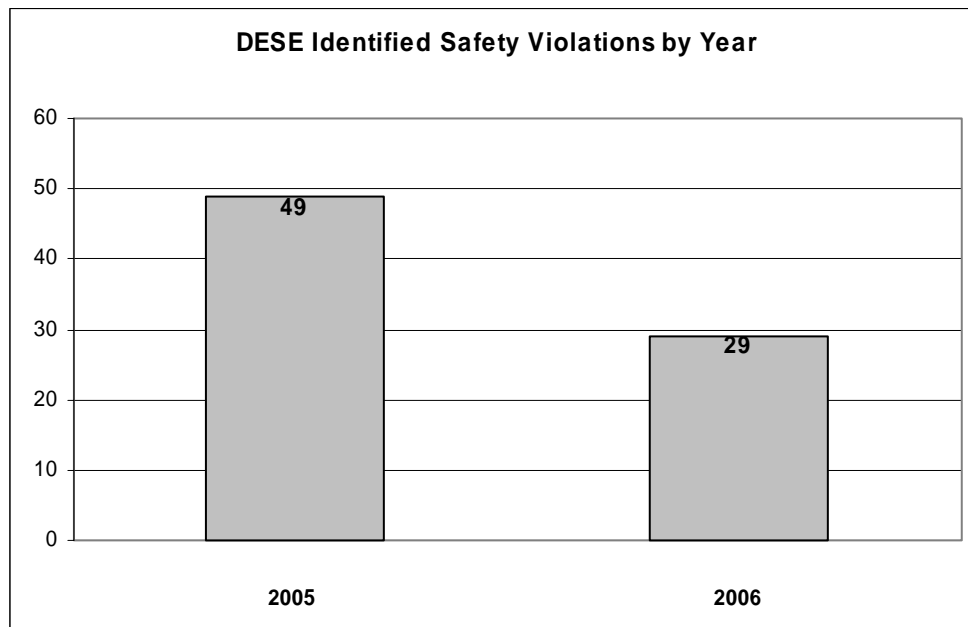
- encourage all divisions to increase use of the electronic consolidated mailing system.
- use existing policies and procedures to recommend that staff place relevant information on the Web site.
- remind all divisions to update their mailing addresses to decrease returned mail.
- hold staff meetings and distribute information regarding mailing options.
- create two outboxes in each division — one for first-class mail and one for library-rate mail.
- create an electronic list service to send information via e-mail to building principals and test coordinators.
- decrease use of the next-day mailing service.

KEY OBJECTIVE 3

Decrease the number of safety violations
in Department buildings

What's the trend?

In order to address safety violations DESE Safety Coordinators tour the Jefferson Building to identify and address safety hazards such as cords that are tripping hazards, burned out light bulbs, etc. The number of hazards are tabulated for the building.



Note: This chart reflects the Jefferson Building only; other buildings will be added over time.

Why is this objective important?

- Safety violations can cause accidents.
- Accidents are reported as workers' compensation claims.
- An unsafe work environment can contribute to increased absenteeism and low morale.

KEY STRATEGIES AND ACTIONS

DESE will:

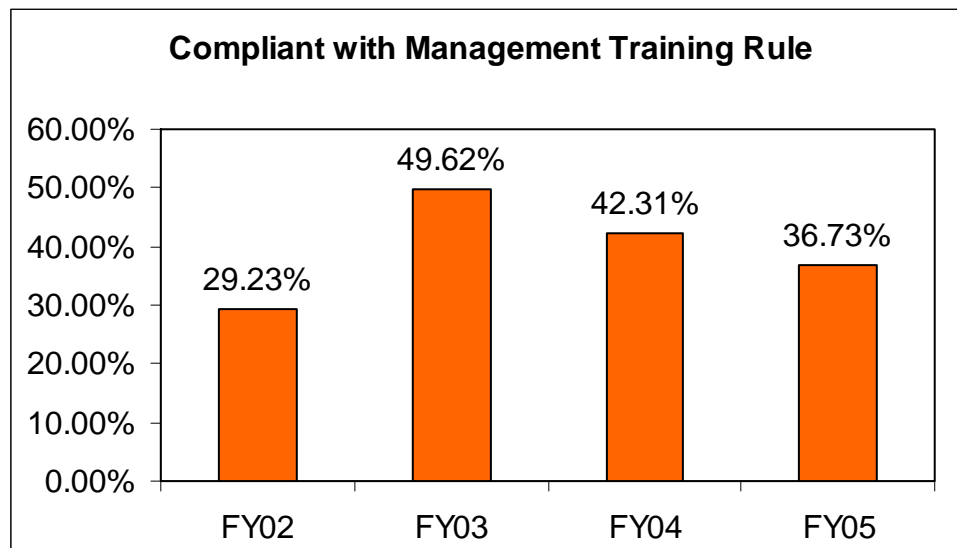
- implement safety inspections in all Department buildings to be done twice per calendar year.
- train safety coordinators to perform inspections using a safety checklist.
- follow up on all safety inspection violations in order to bring all areas into compliance.

KEY OBJECTIVE 4

Increase the number of managers who are compliant with the state management-training rule

What's the trend?

Compliance with the management-training rule ensures that staff are reaching their full potential through training opportunities.



Note: Managers must attend 16 hours of training per fiscal year. This includes the positions of assistant director and above.

Why is this objective important?

- Well-trained managers improve morale.
- Well-trained managers have fewer employee problems.

KEY STRATEGIES AND ACTIONS

DESE will:

- develop additional training classes.
- encourage managers to attend trainings and report the hours.
- provide time for managers to attend trainings.
- expand DESE University classes with additional offerings.
- encourage and support computer-training classes.
- encourage and support attendance at DESE University classes.
- allow employees to flex their work hours to go to school/training whenever it is possible to attend and keep the workplace operating smoothly.
- make area degree-program information available in Human Resources.

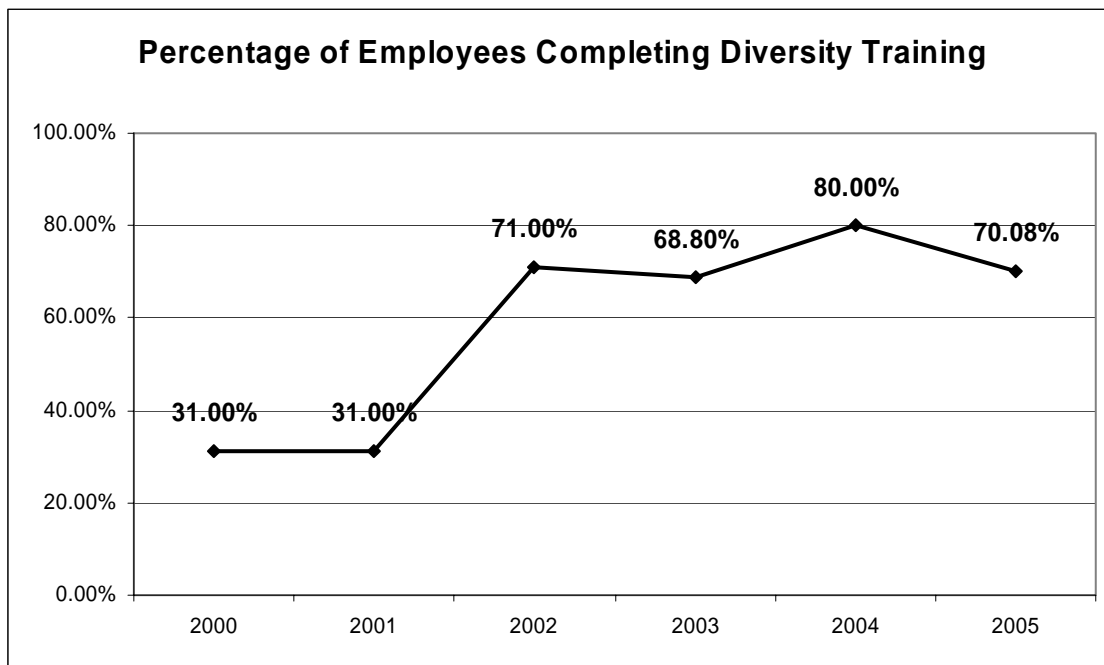
- enter all training and conference attendance into SAM II and report back to the divisions on a quarterly basis.
- create an updated policy to enforce the reporting of training and conference attendance.

KEY OBJECTIVE 5

Improve service and enhance communication through a culturally diverse and knowledgeable workforce

What's the trend?

Monitoring the percentage of employees participating in diversity training allows the Department to target its efforts to achieve 100 percent participation.



Source: DESE Human Resources

Why is this objective important?

- A culturally diverse workforce enhances overall communication and problem-solving.
- A culturally diverse workforce enhances the retention of minority employees.
- A culturally diverse workforce enhances overall morale.

KEY STRATEGIES AND ACTIONS

DESE will:

- provide ongoing diversity training for all employees.
- develop partnerships and collaborative agreements with other agencies and organizations that represent diverse populations.
- strengthen the implementation of its affirmative-action plan.
- work with the Office of Equal Opportunity and college career centers in recruiting job applicants.

- advertise vacancies in minority newspapers.
- place affirmative-action plan information on the Human Resources intranet site.

KEY OBJECTIVE 6

Increase the percentages of minority and female
Department employees earning more than \$40,000

What's the trend?

The Department routinely monitors minority and female earnings to ensure workforce equity.

	2002	2003	2004	2005	2006
Percentage of minority employees earning over \$40,000	5.28%	5.9%	NA	NA	5.1%
Percentage of white female employees earning over \$40,000	48.51%	50.69%	NA	NA	56.8%

Source: Office of Supplier and Workforce Diversity, Office of Administration (2002–2005); 2006 and forward is from the Department's affirmative-action report

Why is this objective important?

- Overcoming inequities will increase the retention of quality minority and female employees.
- Overcoming inequities from the past will improve the morale of the workforce.

KEY STRATEGIES AND ACTIONS

DESE will:

- encourage the recruitment, employment and retention of minority and female employees for advanced-level positions.
- encourage a greater acceptance, understanding and appreciation of individuals from diverse cultures.
- encourage employees to pursue professional-development opportunities.
- expand DESE University classes with additional offerings.
- work with the State Diversity Recruiter to target women and minorities who can address the underutilization identified.
- list all positions with GreatHires.org in order to give all applicants an equal opportunity to apply for vacant positions.
- advertise vacancies with careerbuilder.com
- identify additional avenues for advertising including providing DESE's Division of Vocational Rehabilitation with vacancy notices to be sent directly to clients with disabilities.

KEY OBJECTIVE 7

Increase the Department's purchases from certified minority- and female-owned businesses, as prescribed by the Governor's Executive Order 05-30

What's the trend?

The Department tracks its purchases from minority- and women-owned businesses in order to ensure that efforts are being made to meet or exceed state goals established under the Governor's Executive Order 05-30.

	2002	2003	2004	2005	2006
Percent of Department purchases from certified minority-owned businesses <i>(state average)</i>	5.11% <i>(6.67%)</i>	3.75% <i>(7.98%)</i>	5.57% <i>(8.21%)</i>	8.47% <i>(7.82%)</i>	3.92% <i>(7.36%)</i>
Percent of Department purchases from certified female-owned businesses <i>(state average)</i>	3.17% <i>(2.02%)</i>	1.91% <i>(2.62%)</i>	2.83% <i>(3.33%)</i>	3.52% <i>(3.66%)</i>	2.72% <i>(3.12%)</i>

Source: Office of Administration, Office of Supplier and Workforce Diversity

Why is this objective important?

This objective directly addresses the Governor's Executive Order 05-30 to increase purchases from minority- and women-owned businesses.

KEY STRATEGIES AND ACTIONS

DESE will:

- encourage staff to utilize certified minority and female vendors.
- encourage minority and female vendors to become certified by the Office of Administration, Office of Supplier and Workforce Diversity.
- provide Minority Business Enterprise/Women Business Enterprise (MBE/WBE) reports for dissemination to staff.
- distribute information noting certified MBE/WBE vendors to DESE fiscal liaisons.
- send letters along with certification applications to vendors that are not certified.
- distribute quarterly OA MBE/WBE reports to all fiscal liaisons.
- maintain an intranet site for the Department's MBE/WBE reports for viewers.
- attend MBE/WBE conferences.
- support annual MBE/WBE publications.

KEY OBJECTIVE 8

Create an information portal to education data for decision making

What's the trend?

Percentage of task completed									
TASK	2001	2002	2003	2004	2005	2006	2007	2008	2009
Develop an informational portal for educators and policy makers to access key educational indicators	0%	10%	30%	50%	80%	80%	80%	90%	100%

Why is this objective important?

Data systems that are user friendly, flexible, and focused on student success identifiers can aid educators and policy makers in improving student and school performance. State educators need data for administrative and instructional purposes, legislators need data to determine budgets and the success of various programs, and educators, parents and general public need data to help determine how students and schools are performing. An integrated database of information related to student performance Missouri's public schools will help Department staff, staff in the public schools and the general public to be in a position to make better decisions for Missouri's citizens. Providing one central access point will allow for a more consistent distribution of information.

KEY STRATEGIES AND ACTIONS

DESE will:

- document key indicators including definitions, formulas, sources and uses.
- develop and maintain historical data as well as building, district and state summaries; maintain and add additional indicators and years.
- work with staff to add indicators that provide required data to customers.
- strive to meet federal reporting requirements.
- plan for static vs. dynamic schedule for the freezing of data.
- track report availability.
- review other Web portals to help design and develop Missouri's educational portal.
- work with P-20 Education Research and Data Task Force to plan, develop and support the Mathematics, Engineering, Technology and Science (METS) Data Book
- work with P-20 Education and Research Task Force long-term to develop common data elements and to identify gaps in current data collection and reporting systems.
- expand Missouri Student Information System (MOSIS) data over the next three years to 1) collect core data at the student level, 2) populate the data warehouse with key educational indicators, and 3) maintain and support the system in a production environment.

KEY OBJECTIVE 9

Develop and implement a student information system

What's the trend?

To meet the reporting requirements of the federal No Child Left Behind (NCLB) legislation, many states have developed or are in the process of developing a student information system to reduce the data burden on local schools and districts. In keeping with this trend, the Department has developed a student-level record system known as the Missouri Student Information System, or MOSIS. When fully implemented, MOSIS will help school districts maintain more accurate information and manage student data more efficiently.

Starting in September 2005, pre-coding of Missouri Assessment Program (MAP) student demographic information sheets was offered for all districts that joined MOSIS. This was a significant benefit for districts as they prepared for the expanded grade-level MAP testing in the spring of 2006.

Gantt chart

ID	Task Name	Start	Finish	2006				2007				2008				2009			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1	Phase 1: Business Needs Analysis	2/1/2006	8/1/2006																
2	Phase 2: Data Design	9/1/2006	12/1/2006																
3	Phase 3: System Design	12/1/2006	10/31/2008																
4	Phase 4: Implement and Test	12/1/2006	10/31/2008																
5	Production	7/1/2008	6/15/2009																

Why is this objective important?

A statewide student identifier is a number assigned to each student in a state. The student identifier must be unique (assigned to only one student), unchanged (follow the student throughout his/her school career), unduplicated (only one per student) and ubiquitous (every state program uses it). States assign these numbers as an efficient way to manage individual student records in an automated information system. Confidentiality is not only maintained but enhanced using these identifiers because student names appear less frequently on records. Under these conditions, the Department can collect and maintain individual student records that respond to changes and new information requirements, such as those from NCLB, without passing on the burden to schools and divisions.

As of June 2006, Missouri had achieved 5 of the 10 essential elements of a longitudinal data system that will be necessary to meet student and school information, performance and accountability requirements. Planned activities leading to completion of the remaining elements are underway.

KEY STRATEGIES AND ACTIONS

DESE will:

- meet federal and state reporting requirements.
- meet with school districts to discuss student level data needs.
- seek funding to expand student longitudinal data system.
- work with P-20 Education and Research Task Force long-term to develop common data elements and to identify and address gaps in current data collection and reporting systems.
- plan for static vs. dynamic schedule for the freezing of data.
- track report availability.
- work with vendors to develop and implement a central information warehouse.